

The University of Auckland

## Academic Year 2013

### Summer School – 2013

Summer School begins . . . . . Friday 4 January  
Auckland Anniversary Day . . . . . Monday 28 January  
Waitangi Day . . . . . Wednesday 6 February  
Lectures end . . . . . Friday 15 February  
Study break . . . . . Saturday 16 February  
Examinations . . . . . Monday 18 – Wednesday 20 February  
Summer School ends . . . . . Wednesday 20 February

### Semester One – 2013

Semester One begins . . . . . Monday 4 March  
Easter break . . . . . Friday 29 March – Tuesday 2 April  
Mid-semester break . . . . . Monday 22 – Saturday 27 April  
ANZAC Day . . . . . Thursday 25 April  
Graduation . . . . . Monday 6, Wednesday 8, Friday 10 May  
Queen's Birthday . . . . . Monday 3 June  
Lectures end . . . . . Friday 7 June  
Study break . . . . . Saturday 8 – Wednesday 12 June  
Examinations . . . . . Thursday 13 June – Monday 1 July  
Semester One ends . . . . . Monday 1 July

**Inter-semester break . . . . . Tuesday 2 – Saturday 20 July**

### Semester Two – 2013

Semester Two begins . . . . . Monday 22 July  
Mid-semester break . . . . . Monday 2 – Saturday 14 September  
Graduation . . . . . Tuesday 24 September  
Lectures end . . . . . Friday 25 October  
Study break . . . . . Saturday 26 – Wednesday 30 October  
Labour Day . . . . . Monday 28 October  
Examinations . . . . . Thursday 31 October – Monday 18 November  
Semester Two ends . . . . . Monday 18 November

### Summer School – 2014

Summer School begins . . . . . Monday 6 January

### Semester One – 2014

Semester One begins . . . . . Monday 3 March



**THE UNIVERSITY  
OF AUCKLAND**

**NEW ZEALAND**

Te Whare Wānanga o Tāmaki Makaurau

# **2 0 1 3    C A L E N D A R**



**INGENIO ET LABORE**

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# INTRODUCTION

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Welcome to The University of Auckland. This *Calendar* is our official publication including academic statutes and regulations governing admission, enrolment, fees and examinations. The *Calendar* sets out degree, diploma, certificate requirements and courses. 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. At the end of the second semester there is a 13-week break. A small number of specialist courses may be taught during the inter-semester break. A Summer School comprising six weeks operates from the beginning of January. A limited number of courses are available.

## The Points System

The value allocated to each course is standardised and is given as a number of points, each degree, diploma or certificate being made up of a specified number of points. 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 and most masters degrees require 120 points. The points value for diplomas and certificates varies according to the discipline and content and full details are listed in the regulations.

## Planning a Programme

Students planning a programme are advised to consult faculty and departmental handbooks and seek advice about programmes and course options through the faculty offices and student centres. Intending students should phone 0800 61 62 63 or visit [www.auckland.ac.nz](http://www.auckland.ac.nz) for general advice and for information on how to access more specific course advice from faculties. 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. Assistance with programme planning 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.

## Admission and Enrolment

The University of Auckland has an online system for admission and enrolment. All new students, and those not enrolled in 2012, who are intending to study at the University in 2013, should complete the online Application for Admission ([www.auckland.ac.nz/apply\\_now](http://www.auckland.ac.nz/apply_now)). Doctoral students should first complete the Expression of Interest online. If students do not have access to online facilities, Application for Admission forms are available by phone, by mail or in person from: ClockTower Student Information Centre, The University of Auckland, 22 Princes St, Private Bag 92019, Auckland 1142, New Zealand, email [studentinfo@auckland.ac.nz](mailto:studentinfo@auckland.ac.nz), phone 0800 61 62 63.

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

## Official Communications to Students

Electronic Mail is an official and the primary means of communication with students. All official email to a student will be sent to a student's current University email address ([netid@aucklanduni.ac.nz](mailto:netid@aucklanduni.ac.nz)). If the student wishes to forward messages to other addresses it is their responsibility to ensure the alternative address is in place and operating correctly. Failure to read an email does not free students from their responsibilities to understand and comply with the University's requirements.

# THE UNIVERSITY OF AUCKLAND

## Arms of The University of Auckland



### Heraldic Description

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

### Symbolism

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

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

## History of The University of Auckland

As early as 1862 an unknown writer, 'J.G.', proposed in *Chapman's New Zealand Monthly Magazine* that a university should be established in Auckland. 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, created in 1869, was in the South Island, where the inhabitants were wealthier and keener 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 provided university instruction at the Auckland Grammar School. Students sat the examinations of the University of New Zealand. One of these students, Kate Edger, in 1877 became the first woman to graduate BA from a British university.

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 all, 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 Oxford University. 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 which he is credited with inventing. The first professor of Mathematics, George Walker, was 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.

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, for many Aucklanders hoped that the capital – and the Governor – would eventually return to Auckland. These conflicting ambitions lay at the basis of a recurrent feature of the history of the College, the great 'site row', 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 ClockTower Building, in Princes Street.

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 of them were part-time, trainee teachers and law clerks, music students from 1888 onwards, commerce students by 1905. The College was dominated by the lay members of Council, especially by Sir Maurice O'Rorke, who was 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.

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.

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, 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 flower 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 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, 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.

There was a massive university building programme, and over the next two decades the campus was transformed as one large building after another was erected: Fine Arts, Science, Engineering buildings, a Student Union, a new Library. A number of new subjects were introduced, including Political Studies, Art History, and Sociology. In 1968, teaching commenced in the new Medical School 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 splendid gymnasium and recreation centre, and a large playing field 'complex'. The entire administrative organisation, from faculties and committees to deputy vice-chancellors, was reformed. The academic boom of the 1960s continued well into the 1970s and several new buildings, like Human Sciences, were constructed and new subjects, like 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.

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'.

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

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 indeed, with increasing numbers of international students in addition to growing numbers 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 2008 the government decided to cap the number of tertiary students it would fund and the University had to extend 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.

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 before 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 assessment carried out by the recently-created Tertiary Education



Commission. In the PBRF assessment released in 2007, The University of Auckland again emerged as the New Zealand university with the greatest overall strength. 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 Tamaki a new building was constructed for the new School of Population Health. A Fale Pasifika opened in 2004 and the Owen G Glenn Building, a large and striking new complex for the Business School, was completed in 2007.

Organisational change saw Architecture, Dance Studies, Fine and Visual Arts, Music, and Planning combine to form the National Institute of Creative Arts and Industries. The University of Auckland and the Auckland College of Education amalgamated in September 2004 to form a Faculty of Education. The new faculty, based primarily at the College's campus in Epsom, was established with the aim of becoming New Zealand's leading provider of teacher and social services education.

Dr John Hood 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 set a goal to make Auckland a world-class university in New Zealand. This Plan envisaged the development of a University focussed 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 2009 the University adopted a Campus Development Strategy that proposed a major investment in infrastructure over the next decade. Major projects include the redevelopment of the Grafton Campus to refurbish laboratories, upgrade plant and construction of a new building; a student accommodation building at Elam, completed in 2011, to house 442 students; the refurbishment of Arts and Science Buildings. The new South Pacific Centre for Marine Science, based at the Leigh Marine Laboratory, fosters marine research and educates visitors on the marine environment.

A major development of the Maths and Physics buildings was completed in 2011 and design work for major extensions to the Chemistry and Engineering buildings continues.

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 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, to run from 2009 to 2012, exceeded its target of \$150 million in 2011.

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## The University

The University now has five campuses with eight faculties representing each of its main disciplines: Arts; Business and Economics; Creative Arts and Industries; Education; Engineering; Law; Medical and Health Sciences; and Science. 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. Pacific archaeology, ethnology and languages, for example, are stressed in the Anthropology Department. Geographers carry out fieldwork in the Pacific Islands while University scientists make frequent study trips to the Antarctic. Asian languages, including Chinese, Japanese and Korean, are taught and Pacific Island languages were introduced in 1991. A wide range of issues relevant to New Zealand society are addressed in subjects as diverse as Sociology, Education, Social Work, Medicine, Engineering and Architecture. The Geothermal Institute is one of four international centres which provide training in Geothermal Technology.

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. Approximately 8,000 students are enrolled in postgraduate studies, 1700 of these in 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-professorial staff and student representatives. The Senate takes advice from the Education and Research Committees, and from specialist committees, dealing for example with the Library, Information Technology, and the Faculties.

### The Faculties

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

### Large-Scale Research Institutes

Each large-scale research institute (LRSI) is headed by a Director, supported by a Deputy Director and administrative staff. The Director is responsible for coordinating the research activities of LRSI 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 LRSI 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, Equity Office, Financial Services, Human Resources, International Office, IT Services, Property Services, Research Office, School of Graduate Studies, Schools Partnership Office, Student Information and Marketing Services and University Library.

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## 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. No major building projects were completed in the last year, other than the refurbishment of several floors of Science Building 303.

Planning continues for major extensions to the Engineering and Science buildings.

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## The Tāmaki Innovation Campus

The University of Auckland Tāmaki Innovation Campus specialises in postgraduate and research activity, and is located on a 32-hectare site in St Johns, nine kilometres from the City Campus.

The vision for the Tāmaki Innovation Campus is based around three interlinking strategies which, in turn, are aligned with the University Strategic Plan. The strategies are research and teaching, innovation and wealth creation, and community engagement. Each strategy relates closely (but not exclusively) to a specific group of internal and external stakeholders as well as to the overall Strategic Plan of The University of Auckland.

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

The Tāmaki Innovation Campus is developed along three major themes:

- Health Innovation (Faculties of Medical and Health Sciences, Science, and Education)
- Materials Innovation (Faculties of Engineering and Science)
- Biodiversity and Biosecurity Innovation (Faculty of Science)

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

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

The Biodiversity and Biosecurity theme focuses on New Zealand's unique flora and fauna, with an emphasis on developing biodiversity expertise, conservation, and the prevention of major threats to native biodiversity by introduced species. The School of Biological Sciences and the School of Environment form the academic core for the theme, working in close collaboration with groups such as the Centre for Biodiversity and Biosecurity, Joint Graduate School in Biodiversity and Biosecurity, Landcare Research, Ministry of Primary Industries, and Pacific Invasives Initiative.

Tāmaki is also home to The University of Auckland Clinics providing services in audiology, brain recovery, cardiac and exercise rehabilitation, health and performance, optometry, psychology, and speech language therapy to staff, students and the community.

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## The Grafton Campus

Located opposite Auckland City Hospital and the entrance to the Domain, the Grafton Campus covers a 2.2 hectare site on Park Road, Grafton. Originally established for the School of Medicine in 1968, the site was recognised as a separate campus in 1995 and in 2008 was formally designated as the Grafton Campus.

Home to the Faculty of Medical and Health Sciences and the Liggins Institute, the Campus has recently benefited from an extensive programme of work to transform it into a modern biomedical and health education and training facility. The redeveloped Campus accommodates recently refurbished student and staff facilities including an information commons, café, common room, study space, Health Centre, and Student Centre, and a specialist medical library, the Philson. The redevelopment has also resulted in new modern laboratories and research accommodation, a new Clinical Skills Centre, and Eye Clinic, a new Pharmacy teaching suite, and a major upgrade of the central plant and infrastructure.

The Campus houses a number of significant research facilities, including the Centre for Brain Research, a state-of-the-art Biomedical Imaging Research Unit, the Centre for Advanced MRI, the Neurological Foundation Human Brain Bank, a GLP Laboratory (AnQual Laboratories), sophisticated data acquisition and analysis facilities, a DNA sequencing facility and the Auckland Medical Research Foundation Medical Sciences Learning Centre which provides teaching in anatomy, radiology, pathology, and clinical skills in a modern purpose built facility.

The Faculty maintains the Auckland Hospital Academic Centre in the Auckland City Hospital Support Building, and has a presence at Middlemore, North Shore, Rotorua, Tauranga, Waikato, Waitakere, Whakatane and Whangarei Hospitals.

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## The Epsom Campus

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

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

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## The Tai Tokerau Campus

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

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## The University of Auckland Foundation

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

- Student scholarships and prizes recognising academic excellence and financial hardship)
- Academic positions



- Research
- Facilities and equipment
- Visiting and travelling awards (international exchanges)
- Capital works.

In total there are four bodies which have registered charitable status in their jurisdictions. This allows for donors who are registered for tax purposes in these countries to take advantage of the tax deductibility available when making a gift. The four Trusts are:

1. The University of Auckland Foundation Inc. (established in 2002) and based in Auckland.
2. The School of Medicine Foundation (established in 1995) and based in Auckland primarily for the benefit of the Faculty of Medical and Health Sciences.
3. The Friends of The University of Auckland (established in 2000) and based in the United States.
4. The UK Friends of The University of Auckland (established in 2001) and based in the United Kingdom.

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

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

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

Interest in The University of Auckland Foundation and Hood Fund should be directed to the University Registrar or to the Office of Alumni Relations and Development.

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

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## Alumni Relations

The University's alumni, now numbering more than 155,000, form an influential community of graduates both in New Zealand and overseas. As members of the Court of Convocation they are eligible to vote for graduate representatives on the University Council. They are entitled to a wide range of benefits including *Ingenio*, the twice-yearly alumni magazine and a monthly email newsletter @auckland. The Alumni Relations Office organises regular local, national and international events for them.

The University of Auckland Society offers alumni, friends and supporters of the University the chance to engage more closely with the university community. Members receive a range of discounts and benefits including invitations to events and activities based

on their interests. For more information visit [www.society.auckland.ac.nz](http://www.society.auckland.ac.nz)

The Alumni Relations Office is based in University House, 19A Princes Street. Further information can be found at [www.alumni.auckland.ac.nz](http://www.alumni.auckland.ac.nz)

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## Auckland UniServices Ltd

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

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

The objectives of UniServices are to:

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

Centres of UniServices are on campus. The head office is in UniServices House, 70 Symonds Street and is open 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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## Alliances with Other Tertiary Institutions

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

### Auckland University of Technology

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

### Manukau Institute of Technology

In 1999 The University of Auckland and the Manukau Institute of Technology signed a Deed of Cooperation

with the aim of enhancing the availability of University qualifications to students in the Manukau region. The Deed was renewed in 2008. The University of Auckland Programme at Manukau offers the degrees of Bachelor of Education (Teaching) and the Bachelor of Visual Arts. These programmes are taught at the Manukau Institute of Technology Campus.

From 2010 academic pathways in Business, Teacher Education, Engineering and Nursing enable MIT students to embark on a range of qualifications offered by the University. Students, depending on their chosen programme, can apply to the University with an awarded MIT qualification or may be admitted with a partially completed degree and transfer credits gained at MIT towards the requirements for qualifications at the University. For further information on these

programmes and on admission and enrolment, please visit [www.auckland.ac.nz/mit](http://www.auckland.ac.nz/mit)

#### **Auckland Tertiary Education Network (ATEN)**

In 2012 The University of Auckland signed a partnering agreement with the five other tertiary institutions with a physical presence in Auckland (Auckland University of Technology, Manukau Institute of Technology, Massey University, Te Wananga o Aotearoa, UNITEC), and Auckland Council. This launched ATEN: the Auckland Tertiary Education Network. The network provides the mechanism for improved collaboration among the institutions to develop the provision of an integrated but differentiated higher education offering in Auckland. It is also intended to contribute to economic development through coordinating effort around Auckland's innovation agenda.

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# THE CALENDAR YEAR 2013

Academic/Calendar Dates		Meeting Dates	
January 2013			
<b>Tue 1</b>	<b>New Year's Day</b>		
Fri 4	Summer School begins		
Mon 7	Graduate School of Management Quarter 1 lectures begin		
<b>Mon 28</b>	<b>Auckland/Northland Anniversary Day</b>		
February 2013			
Mon 4	Last day for receipt of applications for the conferment of degrees and award of diplomas for Tai Tokerau Graduation	Tue 5	8.30am International 9.30am Biological Safety
<b>Wed 6</b>	<b>Waitangi Day</b>	Mon 11	9am Education 3pm Staff Advisory
Fri 15	Summer School lectures end	Tue 12	9am Academic Programmes
Sat 16	Study break	Wed 13	9am Schools Liaison 2pm Auckland University Press
Mon 18 – Wed 20	Examinations	Mon 18	9am Board of Graduate Studies
Wed 20	Summer School ends	Tue 19	9am Research 2pm Occupational and Environmental Safety and Health Advisory 3pm Capital Planning and Budgeting
Tue 26 – Fri 1 March	Semester One Orientation	Wed 20	9am IT Strategy and Policy 1pm Human Participants Ethics
		Fri 22	9am Animal Ethics
		Mon 25	4pm Senate
		Tue 26	8am Finance 9am Teaching and Learning
		Thu 28	3pm Audit and Risk
March 2013			
Fri 1	Last day for receipt of applications for the conferment of degrees and award of diplomas for Autumn Graduation	Mon 4	4pm Council
Mon 4	Semester One begins	Tue 5	9.30am Biological Safety
Fri 15	Graduate School of Management Quarter 1 lectures end	Wed 6	1pm Human Participants Ethics
Fri 22	Graduation (Tai Tokerau)	Thu 7	11am Equity
<b>Fri 29</b>	<b>Easter Friday</b>	Mon 11	9am Board of Graduate Studies
		Tue 12	9am Academic Programmes
		Mon 18	9am Education
		Tue 19	9am Library 9am Research 4pm Capital Expenditure
		Wed 20	9am IT Strategy and Policy 1pm Human Participants Ethics
		Thu 21	1pm Runanga
		Fri 22	9am Animal Ethics
		Wed 27	2pm Auckland University Press



## April 2013

<b>Mon 1</b>	<b>Easter Monday</b>	Wed 3	1pm	Human Participants Ethics
<b>Tue 2</b>	<b>University Holiday</b>	Mon 8	9am	Board of Graduate Studies
Mon 8	Graduate School of Management Quarter 2 lectures begin		4pm	Senate
Mon 22 – Sat 27	Mid-semester break	Tue 9	8.30am	International
<b>Thu 25</b>	<b>ANZAC Day</b>		9.30am	Biological Safety
		Wed 10	9am	Schools Liaison
		Mon 15	9am	Education
		Tue 16	9am	Research
			9am	Teaching and Learning Quality
			2pm	Occupational and Environmental Safety and Health Advisory
		Wed 17	9am	IT Strategy and Policy
			1pm	Human Participants Ethics
		Mon 22	4pm	Council
		Tue 23	9am	Academic Programmes
		Fri 26	9am	Animal Ethics
		Tue 30	3pm	Capital Planning and Budgeting

## May 2013

Mon 6	Graduation	Wed 1	1pm	Human Participants Ethics
Wed 8	Graduation	Thu 2	11am	Equity
Fri 10	Graduation	Tue 7	9.30am	Biological Safety
		Mon 13	9am	Board of Graduate Studies
			4pm	Senate
		Wed 15	8am	Audit and Risk
			9am	IT Strategy and Policy
			1pm	Human Participants Ethics
		Thu 16	1pm	Runanga
		Mon 20	9am	Education
		Tue 21	9am	Research
			4pm	Capital Expenditure
		Mon 27	3pm	Staff Advisory
		Tue 28	8am	Finance
			9am	Academic Programmes
		Wed 29	1pm	Human Participants Ethics
			2pm	Auckland University Press
		Fri 31	9am	Animal Ethics

## June 2013

<b>Mon 3</b>	<b>Queen's Birthday</b>	Tue 4	8.30am	International
Fri 7	Semester One lectures end		9.30am	Biological Safety
Sat 8 – Wed 12	Study break	Mon 10	9am	Board of Graduate Studies
Thu 13 – Mon 1 July	Examinations		4pm	Senate
Fri 14	Graduate School of Management Quarter 2 lectures end	Tue 11	9am	Teaching and Learning Quality
		Wed 12	9am	Schools Liaison
			1pm	Human Participants Ethics
		Mon 17	9am	Education
		Tue 18	9am	Library
			9am	Research
			2pm	Occupational and Environmental Safety and Health Advisory
		Mon 24	4pm	Council
		Tue 25	9am	Academic Programmes
			3pm	Capital Planning and Budgeting
		Wed 26	1pm	Human Participants Ethics
		Thu 27	11am	Equity
		Fri 28	9am	Animal Ethics

## July 2013

Mon 1	Semester One ends	Tue 2	9.30am	Biological Safety
Mon 1	Graduate School of Management Quarter 3 lectures begin	Mon 8	9am	Board of Graduate Studies
Tues 2 – Sat 20	Inter-semester break	Wed 10	1pm	Human Participants Ethics
Wed 17	Semester Two Orientation	Mon 15	9am	Education
Mon 22	Semester Two begins	Tue 16	9am	Research
			4pm	Capital Expenditure
		Wed 17	9am	IT Strategy and Policy
		Thu 18	1pm	Runanga
		Tue 23	9am	Academic Programmes
		Wed 24	1pm	Human Participants Ethics
		Fri 26	9am	Animal Ethics
		Mon 29	4pm	Senate
		Tue 30	8am	Finance
		Wed 31	2pm	Auckland University Press

## August 2013

Mon 12	Last day for receipt of applications for the conferment of degrees and award of diplomas for Spring Graduation	Tue 6	8.30am	International
			9.30am	Biological Safety
		Wed 7	1pm	Human Participants Ethics
		Mon 12	9am	Board of Graduate Studies
			3pm	Staff Advisory
		Tue 13	9am	Teaching and Learning Quality
		Wed 14	9am	Schools Liaison
		Mon 19	9am	Education
			4pm	Council
		Tue 20	9am	Research
			2pm	Occupational and Environmental Safety and Health Advisory
		Wed 21	1pm	Human Participants Ethics
		Mon 26	4pm	Senate
		Tue 27	9am	Academic Programmes
			3pm	Capital Planning and Budgeting
		Fri 30	9am	Animal Ethics

## September 2013

Mon 2 – Sat 14	Mid-semester break	Tue 3	9.30am	Biological Safety
Fri 6	Graduate School of Management Quarter 3 lectures end	Wed 4	1pm	Human Participants Ethics
Mon 23	Graduate School of Management Quarter 4 lectures begin	Thu 5	11am	Equity
Tue 24	Graduation	Mon 9	9am	Board of Graduate Studies
		Mon 16	9am	Education
		Tue 17	9am	Library
			9am	Research
			4pm	Capital Expenditure
		Wed 18	8am	Audit and Risk
			9am	IT Strategy and Policy
			1pm	Human Participants Ethics
			2pm	Auckland University Press
		Thu 19	1pm	Runanga
		Wed 25	9am	Academic Programmes
		Fri 27	9am	Animal Ethics

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## October 2013

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Fri 25 Semester Two lectures end  
 Sat 26 – Wed 30 Study break  
**Mon 28 Labour Day**  
 Thu 31 – Mon 18 November Examinations

Tue 1	8.30am	International
	9.30am	Biological Safety
Wed 2	8am	Finance
	1pm	Human Participants Ethics
Mon 7	4pm	Senate
Tue 8	9am	Teaching and Learning Quality
Wed 9	9am	Schools Liaison
Mon 14	9am	Board of Graduate Studies
Tue 15	9am	Research
	2pm	Occupational and Environmental Safety and Health Advisory
Wed 16	1pm	Human Participants Ethics
Mon 21	9am	Education
	4pm	Council
Tue 22	9am	Academic Programmes
Fri 25	9am	Animal Ethics
Tue 29	3pm	Capital Planning and Budgeting
Wed 30	1pm	Human Participants Ethics

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## November 2013

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Mon 18 Semester Two ends  
 Fri 29 Graduate School of Management Quarter  
 4 lectures end

Mon 4	4pm	Senate
Tue 5	9.30am	Biological Safety
Thu 7	11am	Equity
Mon 11	9am	Board of Graduate Studies
Wed 13	1pm	Human Participants Ethics
Mon 18	9am	Education
Tue 19	9am	Library
	9am	Research
	4pm	Capital Expenditure
Wed 20	9am	IT Strategy and Policy
Thu 21	1pm	Runanga
Mon 25	3pm	Staff Advisory
Tue 26	9am	Academic Programmes
Wed 27	8am	Finance
	1pm	Human Participants Ethics
	2pm	Auckland University Press
Fri 29	9am	Animal Ethics

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## December 2013

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**Wed 25 Christmas Day**  
**Thu 26 Boxing Day**

Mon 2	9am	Board of Graduate Studies
	4pm	Senate
Tue 3	9am	Teaching and Learning Quality
	9.30am	Biological Safety
Wed 4	8am	Audit and Risk
	9am	Schools Liaison
Mon 9	9am	Education
	4pm	Council
Tue 10	9am	Research
	2pm	Occupational and Environmental Safety and Health Advisory
	3pm	Capital Planning and Budgeting
Wed 11	9am	Human Participants Ethics
Fri 13	9am	Animal Ethics

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## Academic Statutes and Regulations

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## Admission and Enrolment 2013

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

### Admission to The University of Auckland

All new students and those not enrolled in 2012 who are intending to study at the University in 2013, are required to complete an Application for Admission form. The form may be completed online at [www.auckland.ac.nz/apply\\_now](http://www.auckland.ac.nz/apply_now) or be obtained by telephoning 0800 61 62 63. For students who do not have access to Internet facilities, assistance is available at the address below. On completion of the Admission process Doctoral students will be asked to present themselves at the Graduate Centre to accept their offer and to be enrolled.

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

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

### Enrolment at The University of Auckland

Students enrol in courses online, or they can seek assistance from the address above.

### Admission and Enrolment Timetable

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

## 2013 Closing Dates for Admission and Enrolment

The following dates apply, except where different dates are set out in the **2013 Closing Dates for Admission to Specified Programmes** in this *Calendar*.

### Admission Closing Dates

Summer School	1 December 2012
Semester One and Two	8 December 2012
Semester Two	4 July 2013
Quarter One	1 November 2012
Quarter Two	1 February 2013
Quarter Three	1 May 2013
Quarter Four	1 July 2013

### Enrolment Closing Dates

Summer School	22 December 2012
Semester One and Two	14 February 2013
Semester Two	4 July 2013
Quarter One	22 December 2012
Quarter Two	22 March 2013
Quarter Three	14 June 2013
Quarter Four	6 September 2013

### Undergraduate

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

### Postgraduate

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

### Summer School

No late applications will be accepted.

### Special 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.

## 2013 Closing Dates for Admission to Specified Programmes

1 October 2012	Bachelor of Dance Studies Bachelor of Fine Arts Bachelor of Music (Classical Performance, Jazz Performance, Popular Music majors only) Graduate Diploma in Teaching (Secondary) Master of Creative Writing Doctor of Clinical Psychology
1 November 2012	Bachelor of Arts (Honours) in Psychology Bachelor of Medicine and Bachelor of Surgery Year II Bachelor of Pharmacy Bachelor of Science (Honours) in Psychology Graduate Diploma in Teaching (Early Childhood Education) Graduate Diploma in Teaching (Primary) Postgraduate Diploma in Arts in Psychology Postgraduate Diploma in Clinical Psychology Postgraduate Diploma in Counselling Theory Postgraduate Diploma in Forensic Science Postgraduate Diploma in Science in Psychology Master of Arts in Psychology Master of Audiology Master of Business Administration (Quarter 1 intake) Master of Counselling Master of Engineering Management Master of Science in Forensic Science Master of Science in Psychology Master of Speech Language Therapy Practice
1 December 2012	Bachelor of Education (Teaching) Bachelor of Human Services Bachelor of Laws Part II Bachelor of Optometry Bachelor of Physical Education Bachelor of Science in Sport and Exercise Science Bachelor of Social Work Postgraduate Diploma in Science in Health Psychology Master of Science in Health Psychology
8 December 2012	All other programmes (excluding Doctoral Programmes)
1 February 2013	Master of International Business (Quarter 2 intake) Master of Management (Quarter 2 intake) Master of Professional Accounting (Quarter 2 intake)

### Closing Dates for Semester Two Only

1 May 2013	Bachelor of Music (Honours) (some majors only) Postgraduate Diploma in Music Master of Business Administration (Quarter 3 intake) Master of Music
1 July 2013	Master of International Business (Quarter 4 intake) Master of Management (Quarter 4 intake) Master of Professional Accounting (Quarter 4 intake)



## Admission Regulations

### Application for Admission

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

### Prerequisites and Conditions

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

### Requirements for Entrance to a University in New Zealand

- 4
  - a **National Certificate of Educational Achievement**  
From 2005: a minimum of 42 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher in each of two subjects from an approved subject list, with a further 14 credits at level 3 or higher taken from no more than two additional domains on the National Qualifications Framework or approved subjects; plus, a minimum of 14 credits at level 1 or higher in Mathematics or Pangarau; plus, a minimum of 8 credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in Reading and 4 credits must be in Writing.
  - b **Bursaries examination**  
Up to and including 1986: an aggregate total of 160 marks in four subjects.  
From 1987 to 1992: four individual subjects with D grades or higher. (Practical Art up to 1988 counts as two subjects for this purpose.)  
From 1993 to 2003: three individual subjects with C grades or higher plus Higher School Certificate, or an 'A' or 'B' Bursary.
  - c UE gained before 1986.
  - d Up to and including 1992: a combination of credits, in a minimum of four subjects, gained from UE before 1986 and/or Bursaries Examinations since. A credit required a mark of at least 40 percent in 1986 or a D grade or higher from 1987 on. (Practical Art up to 1988 counts as two subjects for this purpose.)  
From 1993 to 2003: a combination of credits in three individual subjects in the Bursaries Examination plus Higher School Certificate.

- e Up to and including 2003: 13 credits in three different subjects at Level 3 or above on the National Qualifications Framework and Higher School Certificate.

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

### Special Admission

- 5 a A person who does not hold a university entrance qualification but who is a New Zealand citizen or permanent resident and has attained the age of 20 years on or before the first day of the semester in which a proposed programme is offered is eligible to be granted Special Admission.
- b A person seeking Special Admission to the University has to apply for it in accordance with the Admission Regulations and submit evidence of age and educational qualifications.
- c Senate may waive the age requirement where an applicant is in its opinion otherwise fit to be admitted and, in particular, has satisfied any qualification for admission specified in the regulations for that programme of study.
- d A person seeking to be admitted to The University of Auckland who wishes to be granted credit for any prior learning must apply under Regulation 7 (Admission at Entrance Level or with Credit).
- e Special Admission applicants who have previously failed a foundation programme or not reached an adequate standard in a preparatory programme, will not be re-admitted to the University unless their last enrolment is two or more years previous and they have subsequently undertaken work, study or life experience that demonstrates readiness for academic study. Special Admission applicants refused admission should be advised of other study options.

### Discretionary Entrance

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

*\* Australian applicants' most recent year of schooling must have been in New Zealand.*

- b Persons who have undertaken Year 13 study beyond 1 June at a New Zealand secondary school may normally not be admitted under the Discretionary Entrance provisions before July in the following year. Admission will be at the discretion of the University.
- c In special circumstances the Chair of Universities New Zealand–Te Pūkai Tara's Sub-Committee on University Entrance may permit persons who do not fulfill Clause 6a(ii) or Clause 6a(iii) above to apply for Discretionary Entrance.
- d A person studying at a New Zealand secondary school, who is attempting to qualify for entrance to the University, may apply for Discretionary Entrance in the same year for the purpose of enrolling in papers offered in Summer School. Any person admitted under this regulation who does not, in the following January, meet the University Entrance standard will be required to withdraw from the University and may re-apply for admission at mid-year. Students required to withdraw may complete their Summer School programme before doing so, but any courses passed will not be credited to a qualification until a University Entrance qualification is gained.
- e A person seeking Discretionary Entrance to the University must apply by completing the requirements prescribed on the Discretionary Entrance form.

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

- 7 a **From a New Zealand university**  
A student from another university in New Zealand, including a student who had enrolled at The University of Auckland previously, who wishes to reapply to The University of Auckland must submit an Application for Admission form and may apply for credit under the provisions of the Credit Regulations.
- b **From another tertiary institution in New Zealand or overseas**  
A person who wishes to be admitted to the University and who has gained appropriate

qualifications validated by the New Zealand Qualifications Authority or from an overseas institution may be granted admission by this University:

- (i) at entrance level
- (ii) with credit towards a certificate, diploma or a Bachelors degree for work which in the opinion of Senate is substantially equivalent and is in accordance with the credit regulations
- (iii) with graduate status.

**c From a New Zealand secondary school**

New Zealand citizens, permanent residents or international students who have gained from a New Zealand secondary school an entrance qualification approved by Universities New Zealand–Te Pōkai Tara for the purpose of admission *ad eundem statum*, may be granted admission *ad eundem statum* to this University.

**d From an overseas secondary school**

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

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

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

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

**Students Enrolled at Another Educational Institution**

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

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

**English Language Competence**

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

b For admission purposes, the University will be satisfied of an applicant's competence in English:

(i) if English is the applicant's first language

or

(ii) if the applicant has a New Zealand university entrance qualification

or

(iii) if the applicant has an overseas university entrance qualification from a country where the main language is English and the main language of instruction and assessment for that qualification was English

or

(iv) if the applicant performs to a satisfactory standard, as set down by the University Senate from time to time, in an approved English Language test

or

(v) if the applicant provides other evidence acceptable to the University of competence in both written and spoken English.

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

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

## Enrolment and Programme Regulations

### Academic Calendar

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

### Definitions of Full-time Study

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

### Points

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

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

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

#### Notes:

- 1 *This regulation provides the opportunity for Masters students to include their thesis, dissertation or research topic in their enrolment together with the required courses in any academic year.*
- 2 *Before completing a Masters degree or submitting a thesis, a student needs to have enrolled in, and paid the specified fees for at least the minimum number of points as set out in the relevant degree course regulations.*

### General Programme Provisions

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

- b Subject to the Admission Regulations and to the express provisions of any other statute or regulation, every student for a certificate, diploma or degree programme must:
  - (i) be admitted to the University
  - and
  - (ii) follow the prescribed programme in the order prescribed or indicated in accordance with the regulations governing that programme
  - and
  - (iii) comply with the provisions of the Examination Regulations.
- c Each student must ensure that, before confirming their enrolment, their proposed programme and enrolment:
  - (i) complies with the regulations of the qualification to which they have been admitted
  - and
  - (ii) does not involve lecture clashes.
- d Senate or its representative may in exceptional circumstances approve:
  - (i) a proposed enrolment which does not in every particular satisfy the regulations for the programme for which the student is intending to enrol
  - or
  - (ii) a variation in the programme to avoid lecture clashes.
- e Where an approval of a proposed programme as a whole is declined by a representative of Senate the student may appeal to Senate whose decision shall be final.
- f Where electives are prescribed for a programme, Senate may at its discretion determine which of them shall be available in any semester provided that sufficient electives are available to enable students to complete their programme.
- g A student who has enrolled for the second semester in a course or courses that have a first semester prerequisite or corequisite and who fails the prerequisite/corequisite course(s) may not proceed with the second semester enrolment unless a concession is granted by the relevant Dean.
- h Where in the opinion of a Head of Department an insufficient number of students has enrolled in a course taught in the Department or where there are insufficient staff to teach it, that Head of Department may, with the approval of the Dean of Faculty, cancel that course not later than one week after the beginning of the semester in which it would have been taught, if the essential prerequisites for any student's enrolment are not thereby affected. A student is not to be charged a fee for any alteration to enrolment required because of the cancellation of a course.

### Restrictions

- 6 a A student may not normally enrol in the same semester for more than two different programmes.
- b
  - (i) A student may not enrol in the same semester for courses the content of which is substantially similar.
  - (ii) A student may not enrol for any course the content of which is the same as, or substantially similar to, any course for which credit has been received, provided that in exceptional circumstances Senate or its representative may permit such enrolment for a Certificate of Proficiency.
  - (iii) Work submitted for credit towards the result in any course may not be resubmitted in respect of any other course.
- c A student who has twice enrolled in, but has failed to be credited with a pass in, 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 for which the requirements have been completed or which has already been awarded or conferred, unless specific provision is made in the regulations for the relevant programme or special approval is given by Senate or its representative.
- e Unless special approval is given by Senate or its representative, a student may not be admitted to a programme for a postgraduate qualification
  - (i) for which the student has previously failed to meet the requirements
  - or
  - (ii) the content of which is the same as, or substantially similar to, any qualification for which the student has previously failed to meet the requirements.



**Discontinuation**

- 7 a A student who has not enrolled in a course for a programme for a period of three years shall have their admission to the programme discontinued and must apply for readmission to that programme before any further enrolment for the programme.
- b A student who has twice enrolled in, but has failed to be credited with a pass in a course which is required for completion of, or continued enrolment in, a programme may have their enrolment for that programme discontinued by Senate or its representative.
- c A student who has been admitted to a programme with specified conditions which must be met in order to be able to continue enrolment in that programme and who has not met those conditions may have their enrolment for that programme discontinued by Senate or its representative.
- d A student who has been re-admitted to a programme after discontinuation may have specified conditions imposed which must be met in order to be able to continue enrolment in that programme. Where such conditions are not met their enrolment for that programme may be discontinued by Senate or its representative.
- e A student whose enrolment in a programme has been discontinued under Regulations 7c or 7d may not be re-admitted to that programme within two years of the date of discontinuation.
- f A student whose enrolment has been discontinued because of failure to meet specified conditions, may apply for reconsideration of their discontinuation where they consider that medical or other exceptional circumstances should be taken into account. An application for reconsideration of discontinuation must be made to the Dean of the Faculty in writing.

**Enrolment**

- 8 a Following acceptance in a programme of their choice, students can enrol in courses online. For late enrolment see the Late Enrolment provisions in this section.
- b Students whose dissertations or theses for a diploma or degree are incomplete are required to be enrolled until the dissertation or thesis is presented.
- 9 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.

**Late Enrolment**

- 10 a Subject to the availability of courses and/or availability of places in a course, a late enrolment may be accepted
  - (i) after the day prescribed and before the deadline for additions and deletions;
  - (ii) after the deadline for additions and deletions upon payment of a late enrolment fee.
- b The choice of courses for students who enrol after the closing date for enrolment will be determined by Senate or its representative and will not necessarily be those proposed by the students concerned. In determining such courses, Senate is to have regard to the prior claims upon both laboratory and classroom space of those students who have enrolled at or before the prescribed time.

**Not-for-credit Courses**

- 11 a Subject to the Admission and Fees Regulations, a student who has a personal interest in a course and for whom enrolment for a Certificate of Proficiency is deemed inappropriate, may apply for enrolment in a Not-for-Credit course.
- b Enrolment is at the discretion of Senate or its representative.



## Changes to Current Enrolment

### Deadlines for Additions and Deletions

12 The last dates for additions and deletions under Regulations 13 and 14 are set out below:

Semester courses enrolled in	Deadline for additions/deletions
Semester One courses	Second Friday of semester
Semester Two courses	Second Friday of semester
Double-semester courses	Fourth Friday of first semester for the course
Summer School courses	Seven days inclusive from the start of Summer School
Quarter courses	Second Friday of quarter

Notes:

- a *It is not sufficient for a student to notify an addition or deletion solely to the Department – it must be done online.*
- b *Where special circumstances apply, a student may apply for an exemption from additional fees from the Director, Academic Services (or delegated authority).*
- c *Deadline dates are calculated from the start of the semester, quarter or Summer School. For courses that start on other dates, the deadline will be calculated from the start of the course. The principle followed in calculating the deadline for non-standard dated courses will normally be one-sixth of the teaching period for the course. Where a course has a teaching period of five days or less, then the deadline will be the day before the start of teaching.*

### Additions

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

### Deletions

- 14 a A student wishing to delete a course may do so online.
- b The course will be deleted from the student's academic record.

### Late Deletion

- 15 a Late applications to delete a course or courses will be considered by the Director, Academic Services (or delegated authority) only in exceptional circumstances (such as illness, injury or events beyond the control of the student) and upon submission by the student of appropriate evidence.
- b Applications must be made on the Late Application to Delete a Course form and must be received by the last day of lectures of the semester or quarter for the course.
- c Following the decision on an application for late deletion of a course, the student may apply for reconsideration of that decision. An application for reconsideration must be made:
  - (i) in writing to the Director, Academic Services no later than four weeks after the student is notified of the decision
  - and
  - (ii) must be accompanied by further evidence in support of the application.
- 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 of tuition fees will be granted in accordance with the Tuition Fees Refund Guidelines given in Regulation 18.

### Substitutions

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

*Note: Where students are directed to take a more/less advanced Second Semester course in place of a First Semester course, they will be permitted, if necessary, to make a late deletion.*

- d The substituted course will be removed from the student's academic record.

- e There will be no adjustment to the student's tuition fees. If there is a variation between charges payable in respect of the substitute and the substituted course, the student will be required to pay only the difference in those charges.
- f There will be no refund of any fees or charges for the substituted course.

### Withdrawals

- 17 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:

Semester courses enrolled in	Deadline for withdrawals
Semester courses	Third Friday before the end of lectures
Double-semester courses	Third Friday before the end of lectures in the 2nd semester
Quarter courses	Second Friday before the end of lectures
Summer School courses	One week before the end of lectures

- c The course will remain on the academic record and show as a withdrawal.
- d All fees will remain owing.
- e For calculation of Requirements for Maintaining Good Academic Standing (under Regulation 20 of these regulations) withdrawal will be counted as a failure.
- f For selection into a limited-entry course, a withdrawal is counted as a failure.
- g Where withdrawal from a course will not reduce the student's enrolment to less than 100 points over the academic year, the withdrawal from that course will not affect selection into limited-entry courses.
- h For student allowances withdrawal from a course will count as a failure and automatically reduce the number of points in which the student is deemed to be enrolled.
- i If a student who ceases to attend lectures fails to complete the Course Alteration Form, the course(s) will be recorded as 'Did not sit' and will count as a failure for all purposes.
- j Applications to withdraw submitted after the dates in Regulation 17b and before the end of the semester or quarter will be considered by the Director, Academic Services (or delegated authority) only in exceptional circumstances (such as illness, injury or events beyond the control of the student) and upon submission of the appropriate evidence.

### Refund of Fees

- 18 a Where a student applies, before the dates specified in Regulation 12, to delete all courses of the current enrolment, a full refund of all tuition fees and the Student Services Fee will be made.

*Note: A student who has deleted all courses is no longer deemed to be enrolled.*

- b Where a student applies, before the dates specified in Regulation 12, to delete one or more but not all courses of the current enrolment, a refund of the fees for the course(s) deleted will be made.
- c Where a student has been permitted by the Director, Academic Services, under Regulation 15, to delete a course after the prescribed date because of illness, injury or exceptional circumstances beyond the student's control, a refund of tuition fees will be granted in accordance with the Tuition Fees Refund Guidelines below, provided that Senate may in its discretion increase this percentage, but there will be no refund of the Student Services Fee.
- d All course deletions, under Regulations 18a, 18 b and 18c above, will incur a refund processing fee which shall be deducted from the refund of the fees.

*Note: Tuition Fees Refund 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 refunds 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 refunds 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 refunds 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 refunds will be granted.

### Academic Standing

- 19 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.

### Requirements for Maintaining Good Academic Standing

- 20 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

- 21 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 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

- 22 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.

- 23 Any student restricted under the Academic Standing regulations may within 14 days appeal to the Council against the decision of Senate.

### Enrolment Terminated

- 24 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.
- 25 A student with a status of Enrolment Terminated will be excluded from all programmes at The University of Auckland.
- 26 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.
- 27 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.
- 28 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.
- 29 A student excluded under clause 27 is not entitled to apply for admission to a programme for at least one year.
- 30 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.
- 31 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

- 32 a The Vice-Chancellor may give such direction, or make such provision as he or she thinks 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.
-

## 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 a programme at another tertiary institution in New Zealand may be granted appropriate credit towards a degree or other qualification of The University of Auckland on the basis of work successfully completed in the previous programme.
- b A student who has gained from an overseas institution an appropriate qualification, or credit towards a qualification, validated by the New Zealand Qualifications Authority, and who is granted admission by this University, may be granted appropriate credit towards a qualification of The University of Auckland on the basis of work successfully completed in the previous programme.
- c To be awarded an undergraduate degree of The University of Auckland, a student must complete at least the equivalent of a full time year of study as an enrolled student at The University of Auckland.
- d Credit granted under 2a or 2b above may be specified or unspecified and the grant of admission may restrict advancement in specified subjects or programmes.
- e
  - (i) Credit granted under 2a or 2b above will normally be granted only for courses at Stage I and Stage II. Only where prior approval for exchange or study abroad enrolment has been granted, or in exceptional circumstances, will the grant of credit be considered at Stage III for courses taken at Stage III at another tertiary institution.
  - (ii) Where Parts are specified for a Bachelors degree, credit may be awarded within a Part according to suitability of course content and professional requirements and irrespective of the Stage of the course passed.
  - (iii) Only where prior approval for exchange or study abroad enrolment has been granted, or in exceptional circumstances, will the grant of credit be considered for courses taken at another tertiary institution at postgraduate level or for a postgraduate degree, diploma, or certificate.
- f Credit will not be available for any course passed at another tertiary institution with a conceded or restricted pass.
- g Credit may be refused for courses passed more than five years previously.

### Approved Study at Another Institution

- 3 a A student who is enrolled at The University of Auckland and who concurrently 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 prior approval of the proposed concurrent enrolment and confirmation that the courses will satisfy the regulations and requirements for the qualification for which the student is enrolled at this University and that appropriate credit may be granted.
  - (ii) Apply for credit in accordance with these regulations when the official results are known.
- b Any credit granted from study at a Summer School will be added to the current year of study at this University.

#### Notes:

- 1 *Where prior approval has not been sought, credit will not normally be granted.*
- 2 *This regulation applies to Summer School study at an institution other than The University of Auckland with the intention of requesting credit for a University of Auckland qualification.*
- 4 Where study at another institution is approved as part of a study abroad or exchange arrangement, credit may be approved for Stage III or postgraduate level courses if the successfully completed study is deemed appropriate for such credit by the Dean of the relevant Faculty.

### Cross-credits and Internal Credit

- 5 a In this Regulation 'cross-credit' means a course which is common to two University of Auckland

undergraduate qualifications, which may be Bachelors degrees, undergraduate diplomas and undergraduate certificates, and is credited to both. 'Internal credit' means credit awarded to a programme for one or more courses passed for another University of Auckland qualification, which cannot be designated as a cross-credit.

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

### Limits

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

### Limits on Cross-credits for Conjoint Degrees

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

### Reassigned Courses

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



## Review and Appeal Procedure

- 10 a A student may make a complaint about a decision under these Regulations to the Applications and Admissions Office or the Records, Enrolment and Fees Office, as appropriate.
- b If the complaint is unable to be resolved by the Applications and Admissions or Records, Enrolment and Fees Offices, it will be referred to the Faculty concerned for reconsideration.
- c If a student remains dissatisfied following Faculty reconsideration, a written appeal for a review of the credit decision may be submitted to the Director, Academic Services.
- d The Credit Review Board will consider all appeals for review of credit decisions on behalf of Senate.
- e Students who are submitting an appeal have the right to be heard in person.
- f The decision of the Credit Review Board must be recorded and the appellant informed of the decision in writing.
- g The decision of the Credit Review Board is final.

## General Regulations – Masters Degrees

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

*Note: For the purposes of these regulations:*

- (i) a thesis or research portfolio is worth between 90 and 120 points
- (ii) a dissertation or research project is worth between 30 and 80 points.

## General Requirements

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

Degree points	Semester of initial enrolment	Number of semesters to complete degree		Due date for submission of theses or research portfolio	Due date for short extensions
		Full-time	Part-time		
120					
Research Masters	Semester One	2	4	15 December	28 February
	Semester Two	2	4	1 May	15 July
Taught Masters	Semester One	2	8	n/a	n/a
	Semester Two	2	8	n/a	n/a
240					
	Semester One	4	8	15 December	28 February
	Semester Two	4	8	1 May	15 July

## Quarters

Degree points	Number of quarters to complete degree		Due date for submission of theses or research portfolio	Due date for short extensions
<b>180</b>	Full-time	Part-time		
Taught Masters	5	10	n/a	n/a
<b>240</b>				
Taught Masters	6	12	n/a	n/a

Notes:

- 1 For these purposes, the nominal starting date for Semester One is 1 March and for Semester Two 15 July.
- 2 In all cases for the calculation of due date, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

- 3 *Part-time study is defined as a student workload of fewer than 100 points over two semesters in one year or fewer than 50 points in one semester.*
- 4 *Where the enrolment in the programme is partially full-time and partially part-time, the maximum time for completion is to be based on the period for completion for part-time study provided that one semester of full-time study counts as two semesters of part-time study for the purposes of calculation of the completion date.*
- 5 *Due dates for submission are calculated according to the number of weeks available to complete the thesis or research portfolio, including the summer period.*

### Completion of Requirements

- 3 a **Thesis or Research Portfolio**
  - (i) A student whose programme includes a thesis or research portfolio must complete the requirements in accordance with the schedule in Regulation 2. However, the Head of the Department concerned may approve a short extension of time as shown in the schedule.
  - (ii) If, in exceptional circumstances beyond the student's control, the thesis or research portfolio has not been able to be completed by the specified deadline (including any approved extensions given under Regulation 3a(ii)), Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not normally exceeding one semester, for the work to be completed.
- b **Dissertation or Research Project**
  - (i) A student whose programme includes a dissertation or research project must complete the requirements by the last day of the final semester of enrolment in the dissertation or research project.
  - (ii) If, in exceptional circumstances beyond the student's control, the dissertation or research project has not been able to be completed by the above deadline, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.
- c **Performance or Exhibition**  
A student enrolled in a degree which requires a live examination through performance or exhibition must complete their individual programme by the date approved by the Academic Head. This date will be no later than the deadline for completion specified in the schedule in Regulation 2, and no earlier than the last day of the final semester of enrolment.
- d **Taught Masters**
  - (i) A student whose programme does not include a thesis, research portfolio, dissertation or research project must complete the requirements by the end of the final semester shown in the schedule above.
  - (ii) Extensions of time to complete work in examined courses or 100 percent coursework courses will not be granted beyond the end of the semester(s) in which the course is offered.
  - (iii) A student who has failed a course or courses of no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester beyond the deadline for completion specified in Regulation 2 in order to complete the degree.

### Tuition Fees for Extensions of Time

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

### Honours

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

### Eligibility for Honours

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

### Theses

- 7 a The student is to submit three temporary-bound copies and a digital copy of their thesis to the appropriate Faculty Student Centre in accordance with Regulation 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 Clause 24 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

- 8 a The student is to submit three temporary-bound copies and a digital copy of their research portfolio to the appropriate Faculty Student Centre in accordance with Regulation 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.

### Performance and Exhibition

- 9 a Live examination through performance or exhibition shall be organised by the Academic Head in conjunction with the Faculty Student Centre. Submission of the thesis will be in accordance with Regulation 7 except that the deadline will be determined by Regulation 3c.
- b The Academic Head is responsible for co-ordinating the live examination. If the performance/exhibition is not accompanied by a written thesis, the Academic Head is responsible for transmitting the examiners' reports to the Faculty Student Centre. When the performance/exhibition is accompanied by a written thesis, the process for the written thesis shall be in accordance with Regulation 7.
- c 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 Regulation 7.

### Research Projects and Dissertations

- 10 a Research projects and dissertations are to be bound as specified by the Faculty and submitted to the supervisor or department, in accordance with Regulation 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

- 11 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.
- 12 A Masters student may not normally re-enrol in a failed course except as provided for in the regulations relating to aegrotat and compassionate passes. In exceptional circumstances, the student may apply to Senate or its representative, on the recommendation of the Head of Department, for permission to re-enrol in the course and where approval is granted, the result achieved in the first attempt will not be considered in arriving at the overall grade for the programme.
- 13 Except as provided for in Regulation 12, 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

- 14 Enrolment for a Masters degree will normally be continuous. In exceptional circumstances Senate

or its representative, on the recommendation of the Head of Department, may grant a period of suspension from enrolment not normally exceeding two consecutive semesters. In such cases the period of suspension will not count towards the time limits for the degree.

### Transfer Credits, Cross-credits and Reassignments

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

### Certificate of Proficiency

- 16 a The Certificate of Proficiency regulations under 'Other Programmes' apply.
- b A Certificate of Proficiency course may not be reassigned to a Research Masters degree.
- c A Certificate of Proficiency course may be reassigned to a Taught Masters degree as specified in Clause 9 of the Credit Regulations.

### Transitional Certificate

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

### 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 – Bachelors Honours Postgraduate Degrees

*The following regulations take precedence over the specific regulations for each Bachelors Honours Postgraduate degree published elsewhere in this Calendar. As far as possible they are to be read in conjunction with the specific degree regulations for each Bachelors Honours Postgraduate degree. The Bachelors Honours Postgraduate degree will not be awarded until the requirements for the qualifying Bachelors degree have been awarded.*

*Note: For the purposes of these regulations:*

- (i) a Bachelors Honours Postgraduate degree is worth a total of 120 points
- (ii) a dissertation or research project is worth between 30 and 80 points.

### General Requirements

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

### Duration of Enrolment

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

### Completion of Requirements

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

**Tuition Fees for Extensions of Time**

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

**Honours**

- 5
  - a The Bachelors Honours Postgraduate degree may be awarded only where a student's overall grade is sufficiently high.
  - b Honours will be awarded in either of two classes: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.
  - c Where a student's average grade is insufficiently high to be eligible for the award of honours, Senate or its representative may approve the reassignment of points to the relevant Graduate or Postgraduate Diploma.
- 6 Calculation of the class of Honours will include the grades given for all courses attempted in the degree. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

**Dissertations and Research Projects**

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

**Suspension**

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

**Transfer Credits, Cross-credits and Reassignments**

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

**Certificate of Proficiency**

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

**Transitional Certificate**

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

**Variations**

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

## General Regulations – Postgraduate Diplomas

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

*Note: For the purposes of these regulations:*

- (i) a Postgraduate Diploma is worth a total of 120 points
- (ii) a dissertation or research project is worth between 30 and 80 points.

### General Requirements

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

### Duration of Enrolment

- 2 a The requirements for a Postgraduate Diploma must be completed within
  - (i) one year of initial enrolment for the postgraduate diploma if enrolled full-time
  - or
  - (ii) four years of initial enrolment for the postgraduate diploma if enrolled part-time.
- b In the case of a student who has completed a postgraduate certificate for which credit is granted to a postgraduate diploma the requirements must be completed within
  - (i) one semester of admission if enrolled full-time
  - or
  - (ii) two years of admission if enrolled part-time.
- c In all cases, the semester of initial enrolment is deemed to be the first semester in which the student enrolled for a course which is assigned or reassigned to the programme.

### Completion of Requirements

- 3 a A student enrolled for a Postgraduate Diploma must complete all work in taught courses by the last day of the semester in which the course is taught.
- b A student enrolled in a dissertation or research project of 30 points or more must complete the dissertation or research project by the last day of the final semester of enrolment in the dissertation or research project. In exceptional circumstances beyond the student's control, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.
- c A student who has failed a course or courses of no more than 40 points may be approved by Senate or its representative to enrol for no more than one further consecutive semester beyond the duration of enrolment specified in Regulation 2 in order to complete the postgraduate diploma.
- d **Fine Arts Studio**  
A student enrolled in the Postgraduate Diploma in Fine Arts must complete their individual programme not later than 1 November in the year in which the work is undertaken or by such other date as may be approved by the Head of School of Fine Arts.

### Tuition Fees for Extensions of Time

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

### Distinction or Merit

- 5 a The Postgraduate Diploma may be awarded with Distinction or Merit where a student's overall grade is sufficiently high.
- b Distinction or Merit is normally awarded only if the requirements for the Postgraduate Diploma are completed within
  - (i) 24 months of initial enrolment
  - or
  - (ii) 12 months of initial enrolment in the case of a student with credit granted from a postgraduate certificate.



- 6 Calculation of the award of Distinction or Merit will include the grades given for all courses attempted in the diploma. For the purposes of this calculation, Withdrawal, Did Not Sit and Did Not Complete will count as zero.

### Dissertations and Research Projects

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

### Suspension

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

### Transfer Credits, Cross-credits and Reassignments

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

### Certificate of Proficiency

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

### Transitional Certificate

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

### Variations

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

## General Regulations – Postgraduate Certificates

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

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

### General Requirements

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

### 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.

### Suspension

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

### Transfer Credits, Cross-credits and Reassignments

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

### Certificate of Proficiency

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

### Transitional Certificate

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

### Variations

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

## General Regulations for Named Doctorates

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

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

### Registration

- 1 a The recommendation for registration by the Head of Department is to include:
  - (i) the proposed date of registration  
and
  - (ii) nominations for supervisors  
and
  - (iii) satisfactory evidence that the candidate meets the admission criteria and has the ability to follow the proposed programme of study  
and
  - (iv) confirmation that the School/Department accepts responsibility for making satisfactory supervision arrangements and providing research resources and facilities over the whole enrolment for the degree.
- b The Board of Graduate Studies will appoint two supervisors for each candidate, or one supervisor and one adviser, the main supervisor being a staff member of the Department. The supervisor(s) must be actively involved in research in the candidate's general field, and must either hold a doctoral degree or be appropriately qualified and experienced.

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

and

  - (ii) the likelihood of being able to find appropriately qualified examiners for the thesis.

### Reviews of Progress

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

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

### Enrolment and Fees

- 3 a Candidates for the degree must be enrolled and pay all prescribed fees including tuition fees in each academic year for which they are registered. Candidates need not pay tuition fees for any period during which their registration is suspended.
- b On enrolment in each academic year every candidate must pay the prescribed fees for that academic year.
- c A candidate who submits a thesis or terminates their registration will receive a refund of one-twelfth of the tuition fee paid for each complete month of the period between the date of submission of the thesis or termination of registration and the end of the academic year for which fees have been paid.
- d Unless otherwise exempted under the relevant regulations, all candidates must pay the prescribed Building Levy and Student Services fees and any other fees as may be prescribed from time to time. There is no refund of these fees.
- e No thesis will be accepted for examination unless all outstanding prescribed fees including tuition fees have been paid for the academic year in which a candidate is registered.

### Changes to the Conditions of Registration

- 4 a The Head of Department may, after consultation with the candidate, make a written recommendation to the Board of Graduate Studies via the Faculty Associate Dean (Postgraduate) for changes in the conditions of registration for the candidate. After considering a recommendation from the Head of Department, the Board of Graduate Studies may, after considering any submissions made by the candidate, change the conditions of registration for any candidate.
- b When necessary, the Head of Department is to recommend changes to the supervision of the candidate for approval by the Board of Graduate Studies. This will normally be required when a supervisor is granted leave, resigns or retires.
- c When the Board of Graduate Studies is satisfied that there is sufficient reason, it may extend a candidate's submission date. Before approving an extension of submission time the Board of Graduate Studies will require the candidate, the supervisor(s) and Head of Department to agree on the programme of supervision and schedule of research considered necessary for submission by the new date proposed.
- d Where a candidate is unable to continue with their research programme because of circumstances beyond their control, the Board of Graduate Studies may suspend their registration for a specified period of time. The conditions of Clause 7g of the Statute for the Degree of Doctor of Philosophy 2011 will apply.

- e The Board of Graduate Studies may terminate the registration of any candidate who fails to make payment of any prescribed fees including tuition fees, or for any other reason specified in Clause 7h of the Statute for the Degree of Doctor of Philosophy 2011. Before making a decision to terminate a candidate's registration pursuant to this clause or otherwise, the Board of Graduate Studies will allow the candidate a reasonable opportunity to respond.

### Appeals

- 5 a If a doctoral candidate believes that he or she has been significantly disadvantaged by the examination process, or by any part of the examination process, then a written appeal may be made to the Board of Graduate Studies, setting out the grounds of the appeal. All relevant documents relied upon must be submitted with the appeal. Clauses 10d and 10e of the Statute for the Degree of Doctor of Philosophy 2011 shall then apply.
- b Candidates, supervisors or Heads of Department may appeal against any decision of the Board of Graduate Studies concerning matters other than examination normally within three months of the making of the decision, on the grounds that:
  - (i) relevant information which was not available to the Board of Graduate Studies at the time of its making the decision has since become available  
and/or
  - (ii) the procedure adopted in arriving at the decision was unfair.  
The appeal must state clearly all grounds relied on by the candidate and attach all relevant documentation. Clause 10b of the Statute for the Degree of Doctor of Philosophy 2011 shall then apply.

## The Limitation of Entry Statute 1991

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

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

## Enrolment Limitations 2013

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

### Limited-entry Programmes and Courses

Because of insufficient accommodation and restrictions on staffing there will be a limitation on the number of students who can be enrolled in 2013 in the programmes and courses listed below.

### Approved Limitations

- 1 Students must apply for a place in any limited entry programme. Unless otherwise specified in the

**Closing Dates for Admission to Specified Programmes, the closing date for Application for Admission is 8 December 2012 and for Enrolment is 14 February 2013. The closing date for Admission to Summer School is 1 December 2012 and for Enrolment is 22 December 2012.**

- 2 Application for places in any limited-entry programmes and/or courses will be made online, or in person.
- 3 Applications received after the specified closing dates will be given reduced priority in consideration for a place in a limited-entry programme and/or course.
- 4 All applicants for open-entry programmes who are qualified for admission will be accepted, although they may not be selected into all courses of their choice as some courses have a limit on the number of students that can be accepted.
- 5 Where the number of applicants for a place in a limited-entry programme or course exceeds the approved number of available places, the Faculty or department concerned will select students in accordance with criteria that have been approved by the University Council.
- 6 Where a course is taught in both semesters, the Selection Committee will allocate students to the First or Second Semester where numbers of applications for one semester exceed places available.
- 7 Selection criteria will be available from the Faculty or department concerned for the information of students. In general, selection will be based upon academic merit. In those cases where the scholastic record is insufficient, eg, Discretionary Entrance and Special Admission, other criteria such as the recommendation of the School Principal or Advisor, or employment history, will be taken into account. Account will also be taken of the University's Equal Educational Opportunity objectives. Limitations on programmes and courses are listed below.

## Limitations Schedule

### A. Limited Entry Programmes

(admission by selection)

Faculty/Subject	Approved Limit	Faculty/Subject	Approved Limit	Faculty/Subject	Approved Limit
<b>Arts</b>		BProp (incl. BProp conjoins)	80	PGDipCPA	
BA	1825		75 Domestic	– Music	10
	1675 Domestic		5 International	MCPA	
	150 International	BCom(Hons)		– Music	10
BA Conjoins	720	– Accounting (Accounting major)	25	BDanceSt	25
	700 Domestic	– Finance (Finance major)	20		19 Domestic
	20 International	– Accounting (BCom, BBIM, BCom conjoint)	15		4 TAS
BTheol	40	– Finance (BCom, BCom conjoint)	15		2 International
	30 Domestic	– Commercial Law	35	BDanceSt(Hons)	5
	10 International	– Information Systems	15	MCPA	
BTheol Conjoins	5	– International Business	20	– Dance Studies	10
	4 Domestic	– Management	20	PGDipCPA	
	1 International	– Marketing	30	– Dance Studies	10
DipLang	35	– Operations and Supply Chain Management	15	BFA	125
CertLang	30	BCom(Hons), BA(Hons)			112 Domestic
MPP	25	– Economics	40		6 TAS
	18 Domestic				7 International
	7 International			PGDipFA	25
MProfStuds (International Relations and Human Rights)	25	<b>Creative Arts and Industries</b>			23 Domestic
	15 Domestic	BAS	115		2 International
	10 International		93 Domestic	MFA	30
MCW	12		6 TAS		
	10 Domestic		16 International	<b>Education</b>	
	2 International	BPlan	45	BEd(Tchg)	480 (excluding Teachers' Specialisation)
MA (Screen Production)	18		33 Domestic	Limits by Plan/Campus:	
			4 TAS	– Early Childhood Education	40 Epsom
<b>Business and Economics</b>			8 International		
BCom (incl. BCom conjoins)	1,900	MURbPlan	30	– Early Childhood Education Pasifika	20 Epsom
	1,580 Domestic	BMus	127		
	320 International		114 Domestic	– Huarahi Māori	50 Epsom/Tai Tokerau
BBIM	100		6 TAS	– Primary	270 Epsom, 40 Tai Tokerau, 60 MIT
	80 Domestic		7 International	– Includes	10 International
	20 International				



Faculty/Subject	Approved Limit	Faculty/Subject	Approved Limit	Faculty/Subject	Approved Limit
BHumServ	35 (incl. 10 International)	– Mechatronics	65 (incl. 5 International Students transferring from other degrees/institutions)	MHSc (Nutrition and Dietetics)	20 Domestic 4 International
BPE	60	– Software	60 (incl. 10 International Students transferring from other degrees/institutions)	MMedSc (Taught)	3
BSW	65 (incl. 3 International)	MEMgt	30	MNurs (Taught)	30
FCertEd	30	<b>Law</b>		MPH (Taught)	20
FCertTTM	30	LLB Part I	1,400 (estimated) in LAW 121G 800 (estimated) in LAW 131	PGCert/PGDipClinEd	30
GradDipTchg(ECE)	110 (incl. 10 International)	LLB Part II	300	PGCert/PGDipHSc	
GradDipTchg(Primary)	170 (incl. 20 International)	– TAS	47	– Generic	160
GradDipTchg(Secondary)	280 (incl. 40 International)	– Transferring Students	5	– Advanced Nursing	520 Domestic 30 Contract
PGDipCounsTh, MCouns	40 (across both programmes)	– Discretionary Hardship	2	– Alcohol and Drug Studies	25
MSW(Prof)	28	LLB Part III	20 Transferring Students	– Community and Emergency Care	15
BEEd(Tchg)(Hons)	100	<b>Medical and Health Sciences</b>		– Child and Adolescent Mental Health	45
<b>Engineering</b>		BHSc	280 Domestic 30 International	– Health Informatics	10
BE(Hons) Part I	680* 610* Domestic 70 International (*30 domestic places to be reserved only for Semester Two entry via The University of Auckland BSc or BTech)	BHSc Conjoints		– Magnetic Resonance Imaging	20
BE(Hons) Part II	730 630 Domestic 100 International	BA/BHSc, BCom/BHSc, BHSc/LLB	40 (across all conjoints)	– Mammography (PGCert only)	20
– Biomedical Engineering	25	BHSc conjoints – excl. Nursing – each have a limit in addition to the BHSc limit		– Medical Imaging	14
– Chemical and Materials	75 (incl. 8 International Students transferring from other degrees/institutions)	CertHSc	65	– Mental Health Nursing	10 Domestic 90 Contract
– Civil	220 (incl. 10 International Students transferring from other degrees/institutions)	MBChB Year 2	219 Domestic 20 International	– Pharmaceutical Science	10
– Computer Systems	55 (incl. 5 International Students transferring from other degrees/institutions)	BNurs (incl. BNurs conjoints)		– Sports Medicine	15
– Electrical and Electronic	110 (incl. 10 International Students transferring from other degrees/institutions)	Nursing conjoints must be within the overall limit for the BNurs		– Ultrasound	10
– Engineering Science	42			– Youth Health	20
– Mechanical	100 (incl. 8 International Students transferring from other degrees/institutions)	BOptom	95 Domestic 5 International	PGCert/PGDipMedSc (all plans)	15
		BPharm	55 Domestic 5 International	PGCert/PGDipClinPharm	40
		DipPaed	100 Domestic 10 International	PGCertClinPharm (Prescribing)	10
		BHSc(Hons)		PGCert/PGDipPH	60
		BMedSc(Hons)		PGDipObstMedGyn	35
		BNurs(Hons)		PGDipHealthPsych	7
		MAud	14 Domestic 2 International	<b>Science</b>	
		MClinEd (Taught)		BSc, BTech	2,300 (incl. BSc(Biomed) and BSc(Sport and Exercise Science), BTech, CertSci including: Conjoint students, Biomedical Science: 450 places, Sport and Exercise Science 100 places, International students 250 places)
		MHealthPsych		PGDipSci (Biological Sciences)	40
		MHSc (Taught)		PGDip (Bioscience Enterprise)	25
		MHSc (Addiction and Mental Health)		MBioEnt	25
				PGDipSci (Biosecurity)	20
				BA(Hons), BSc(Hons), PGDipSci, PGDipArts (Psychology)	60
				MA, MSc (Psychology)	30
				DClinPsy	11
				MSLTPrac	18
				<b>Tertiary Foundation Certificate</b>	
				TFC	200

## B. Limited Entry Courses

(admission by selection)

The Schedule for Limited Entry Courses for 2013 was unavailable at time of going to print. The 2013 Schedule can be viewed on the web from mid-December 2012 at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz)

## C. General Education Courses

The Schedule for General Education Courses for 2013 was unavailable at time of going to print. The 2013 Schedule can be viewed on the web from mid-December 2012 at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz)



## 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.

**'Building Levy'** means the levy to be paid by each enrolled student towards the provision of University buildings and facilities which provide student support services.

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

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

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

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

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

**'Fees Invoice'** means an invoice or an invoice/statement, or online invoice/statement for the fees and charges payable by a student as a condition of enrolment.

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

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

**'Student'** includes a Domestic Student and a Foreign Student who is:

a duly enrolled as a student of the University

or

b applying to enrol as a student of the University.

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

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

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

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

### 3 Tuition Fees

3.1 The Council may prescribe from time to time Tuition Fees payable by:

a Domestic Students; in compliance with section 227 of the Act;

and

b Foreign Students or any categories of Foreign Students; in compliance with section 228 of the Act.

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

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

### 4 General Fees

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

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

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

### 5 Additional Fees/Charges

5.1 Faculties and Departments of the University may impose charges to recover costs in providing Students with:

a Copies of study material and other material relevant to a course or a programme or the means of access to that material;

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

### 6 Payment of Fees and Charges

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

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

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

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

## **7 Refunds**

- 7.1 The Council may by resolution prescribe from time to time in accordance with sections 227 and 228 of the Act;
- a The circumstances in which Domestic Students and Foreign Students are or may be entitled to a refund of all or any part of the Tuition Fees and General Fees paid or payable to the Council;
  - and*
  - b The quantum of those refunds.
- 7.2 The circumstances in which a refund may be made and the quantum of that refund that pertains when this statute comes into force, continues until a change is prescribed by resolution.
- 7.3 The Council will take all reasonable steps to ensure that both Domestic Students and Foreign Students are given written notice of the circumstances in which they are or may be entitled to a refund of all or any part of the fees that have been paid or are payable by them to the Council.
- 7.4 The refund of all or any part of a Tuition Fee or a General Fee that was paid by an outstanding Student Loan shall be applied in reduction of that loan.

## **8 Non-payment of Fees and Charges**

- 8.1 Where a Student does not pay:
- a The Fees Invoice rendered to that Student;
  - or*
  - b A charge for that Student imposed under section 5 on demand;
- then, until those fees and charges are paid in full and without prejudice to the right to recover the unpaid fees or charges at law; the Council may:
- (i) Delete the enrolment of that Student from a course or courses;
  - (ii) Withhold the formal notification of the results of any examination of the Student;
  - (iii) Decline to re-enrol the Student;
  - (iv) Decline to release the Student's academic record;
  - (v) Exclude that Student from the University;
  - (vi) Withhold any Degree or Diploma certificate from that Student;
  - (vii) Restrict that student's access to University Services.
  - (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 his/her enrolment reinstated upon payment of the outstanding amount owing and the Course reinstatement fee as outlined in Schedule – Part A.
  - b To be eligible to complete course requirements, a student must apply for course reinstatement two weeks before the beginning of the examination period within the semester which enrolment in the course(s) took place.
- 8.3 A Student upon whom a penalty is imposed under section 8.1 may by giving written notice to the Director, Academic Services within eight days of the penalty having been imposed, apply to the Council or duly constituted Committee of the Council to review the imposition of that penalty. The notice must set out the reasons for the review. The decision of the Council or its Committee is final.

## **9 Non-attendance**

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

## **10 Revocation**

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

## Schedule – Part A

<b>Admission and Entrance Fees</b>		Aegrotat and Special Consideration:	
Graduate status or with credit from an overseas institution	\$130	Each application	\$30
Entrance based on an overseas qualification, <i>Ad Eundem Statum</i>	\$80	Maximum	\$110
Discretionary Entrance, Special Admission	\$55	<b>Examinations sat in New Zealand but out of Auckland</b>	
<b>Applications for Credit</b>		Single examination per venue	\$110
Each application from any study undertaken at another institution (eg, Summer School, concurrent enrolment at another institution)	\$80	Each additional examination at the same venue	\$30
<b>Enrolment Fees</b>		<b>Examinations outside New Zealand</b>	
Enrolment after enrolment closing date and before the addition/deletion date	\$55 per course	Single examination per venue	\$130
Late enrolment after addition/deletion date and before the last day of lectures	\$110 per course	Each additional examination at the same venue	\$30
Course reinstatement fee, per course (after an enrolment in a course has been cancelled or deleted)	\$30	<b>Examinations sat outside the timetable</b>	
Refund processing fee	\$55	Single examination on a day other than timetabled	\$110
Instalment payment, deferred or delayed payment surcharge	\$55	Further examination on a day other than timetabled	\$30
<b>Late Payment Fee</b>		<b>Student Services Fee</b>	
Late Payment Fee	\$110	Student Services Fee	TBA
<b>Academic Services</b>		<b>Student Services Fee Exceptions</b>	
Academic transcripts and letters	\$30	On application to the Director, Academic Services, the following students may be exempted the requirements to pay the Student Services Fee to use Student Services if they are:	
Each additional copy	\$10	a Students living outside Auckland and not using University facilities other than the Library.	
Special statements (eg, admission to the Bar)	\$30	b Students enrolled in programmes/courses taught by distance learning or other such programmes/courses as advised by the Director, Campus Life from time to time.	
Courier and handling charges within New Zealand	\$10	c Students enrolled under approved University exchange schemes.	
Courier and handling charges to Australia	\$25	d Students enrolled in Tertiary Foundation Studies programme.	
Courier and handling charges all other countries	\$50	<i>Note:</i>	
Reconsideration of Academic Standing	\$55	Full-time Staff Members who are enrolled for programmes may not use Student Services except on payment of standard charges for non-student users.	
ID card replacement	\$20	<b>International Health and Travel Insurance Fees (for International Students)</b>	
<b>Replacement of a Degree or Diploma Certificate</b>		International Health and Travel Insurance Fees (for International Students)	\$585 per year
Replacement certificate	\$80		
Courier and handling charges within New Zealand	\$10		
Courier and handling charges to Australia	\$30		
Courier and handling charges all other countries	\$55		
<b>Examinations</b>			
Recount of marks, each course (refundable if successful)	\$55		

## Schedule – Part B

The 2013 schedule of fees for New Zealand citizens and Permanent Residents of Australia and New Zealand was unavailable at time of going to print. The 2013 schedule of fees can be viewed on the web from mid-December 2012 at [www.calendar.auckland.ac.nz](http://www.calendar.auckland.ac.nz). To obtain schedules of fees from previous years, please contact the Calendar and Regulations Office, email [calendar@auckland.ac.nz](mailto:calendar@auckland.ac.nz).

## Schedule – Part C

<b>Tuition, Examination and Research Fees (inclusive of GST)</b>		<b>Creative Arts and Industries</b>	
<i>For International Students</i>		<b>Architecture</b>	
<ul style="list-style-type: none"> <li>A full-time course of study is 120 points. Enrolment in more than or less than a full-time year will be charged on a pro rata basis.</li> <li>In all cases the fee per point will be charged at the rate set for that subject irrespective of the qualification the course is taken for.</li> <li>General Education courses will be charged at the applicable rate for undergraduate courses in the Faculty offering the course.</li> </ul>		Undergraduate courses – Non Studio and Design courses	
<b>Arts</b>			
Undergraduate courses (excluding Science based courses)	\$204 per point	Undergraduate courses – Studio and Design courses	
Undergraduate courses (Science-based courses)	\$239 per point		
600 and 700 level courses (excluding Performance and Science based courses)	\$239 per point	600 and 700 level courses	
600 and 700 level courses (Performance and Science based courses)	\$281 per point	<b>Planning</b>	
600 and 700 level courses by distance	\$184 per point	Undergraduate courses	
<b>Business and Economics</b>		700 level courses	
Undergraduate courses	\$239 per point	<b>Urban Design</b>	
600 and 700 level courses	\$239 per point	700 level courses	
		<b>Fine Arts</b>	
		Undergraduate courses	
		600 and 700 level courses	
		<b>Dance Studies</b>	
		Undergraduate courses	
		600 and 700 level courses	
		<b>Music</b>	
		Undergraduate courses	
		600 and 700 level courses	

**Education**

Undergraduate courses	\$204 per point
600 and 700 level courses	\$239 per point
Graduate Diploma in Teaching (Primary)	\$184 per point
Graduate Diploma in Teaching (Secondary)	\$184 per point
Graduate Diploma in Teaching (Early Childhood Education)	\$184 per point

**Engineering**

Undergraduate courses	\$309 per point
700 level courses	\$281 per point

**Law**

Undergraduate courses	\$239 per point
700 level courses	\$239 per point

**Medical and Health Sciences**

Undergraduate courses – Bachelor of Health Sciences	\$239 per point
Undergraduate courses – Bachelor of Medicine and Bachelor of Surgery	\$557 per point
Undergraduate courses – Bachelor of Nursing	\$239 per point
Undergraduate courses – Bachelor of Optometry	\$382 per point
Undergraduate courses – Bachelor of Pharmacy	\$264 per point
700 level courses	\$309 per point

Diploma in Paediatrics	\$74 per point
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**Science**

Undergraduate courses	\$239 per point
600 and 700 level courses	\$281 per point

**Doctorates**

Doctor of Education	\$33,720 (programme fee)
Doctor of Clinical Psychology	\$33,720 (programme fee)
Doctor of Fine Arts	\$33,720 (programme fee)
Doctor of Music	\$33,720 (programme fee)
Doctor of Musical Arts	\$33,720 (programme fee)
Doctor of Pharmacy	\$37,080 (programme fee)
Doctor of Philosophy	TBA

**Other Courses and Programmes**

Certificate of Proficiency (Overseas) Programme Fee	\$12,500 per semester
Foundation Certificate in English for Academic Purposes	
Programme fee equivalent to 0.5 EFTS	\$9,770

**Interfaculty**

Per point fees are charged at the respective rate for the subject.

**Other fees for all courses**

Student Services Fee	TBA
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**Notes:**

- 1 The fees listed in this schedule are per point and include the Course and Materials Fee. Enrolment in a standard full-time course load is 120 points per year. Fees will be adjusted on a pro-rata basis where the enrolment is more or less than a standard full-time load.
- 2 Fees for interfaculty programmes, programmes combining undergraduate and postgraduate courses, or courses selected from more than one listed programme, are calculated by deriving a fee for each course from the fees listed in the schedule above.
- 3 The Student Services Fee is payable by International Students at the same rates applying to domestic students.
- 4 From 1 January 2006, new international PhD students are accorded domestic status for the purposes of tuition fees. A new international PhD student is defined as a foreign student enrolled for the first time after 19 April 2005 in a Doctor of Philosophy programme at a New Zealand university.
- 5 BA(Hons), BCom(Hons), BMus(Hons), BNurs(Hons), BProp(Hons), BSc(Hons) and LLB(Hons) are charged as postgraduate programmes.

## International Students

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

### Admission

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

- 1 All international students enrolling in an undergraduate programme must hold, as a minimum requirement, an acceptable university entrance qualification.
- 2 All international students seeking admission to graduate or postgraduate programmes must hold, or expect to hold before the start of the programme, a recognised first degree in a relevant discipline.
- 3 Applicants whose first language is not English are required to provide satisfactory evidence of their proficiency in English. International applicants entering the University on the basis of NCEA or Cambridge International Examinations (CIE) must meet the standard literacy requirements for admission. International applicants entering the University on the basis of qualifications other than NCEA or CIE must meet a specified score in IELTS or TOEFL, or must have completed and passed the Foundation Certificate in English for Academic Purposes (FCertEAP), or an approved alternative. The minimum score required in IELTS for admission to 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 TOEFL is 550 (paper-based test), with a TWE (essay) of 4.5, or 80 in IBT (Internet-based test) with a writing score of 21. 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. The minimum score required in TOEFL is 575 (paper-based test), with a TWE (essay) of 4.5, or 90 in IBT with a writing score of 21. Higher requirements may be imposed by faculties for entry to specified undergraduate and postgraduate programmes. For more information on minimum English language proficiency, please visit [www.auckland.ac.nz/international/englishrequirements](http://www.auckland.ac.nz/international/englishrequirements).
- 4 It is the responsibility of all international students to ensure that they have appropriate and current health insurance for their period of study in New Zealand. Health and travel insurance

is a condition of enrolment, and as such, must be valid for the entire duration of study. A student's enrolment cannot continue in the event of their insurance cover being declined. Further information and application forms are available from the International Office website [www.auckland.ac.nz/uoais-health-and-travel-insurance](http://www.auckland.ac.nz/uoais-health-and-travel-insurance)

- 5 The majority of international students must have a student visa before entering New Zealand. All students must have a valid student visa for the duration of their studies. For further information, including countries from which students may enter without a visa, visit Immigration New Zealand's website [www.immigration.govt.nz](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 then, until that evidence is produced, the Council may:
    - (i) delete the enrolment of that student from a course or courses
    - (ii) decline to re-enrol the student
    - (iii) restrict that student's access to University services.
- 6 An offer of admission at the University does not guarantee that the student will be issued with a student visa.

### International Student Fees

- 7 The above fees (refer to Schedule – Part C) apply to students who:
  - a are not citizens of New Zealand or Australia (refer note 5a above)
  - or
  - b do not hold permanent residence status in New Zealand or Australia
  - or
  - c have been granted a New Zealand Ministry of Foreign Affairs and Trade Fees Scholarship
  - or
  - d are being fully funded under the New Zealand Ministry of Foreign Affairs and Trade New Zealand Aid Programme
  - or
  - e are not participating in an official University of Auckland exchange programme.

*Note: For information on current fees please visit [www.auckland.ac.nz/internationalfees](http://www.auckland.ac.nz/internationalfees).*

### International Scholarships

There are several international scholarships available for international students from selected countries identified by the Asian Development Bank-Japan Scholarship Programme (ADB-JSP), the New Zealand Aid Programme: New Zealand Pacific Scholarships, New Zealand Development Scholarships, New Zealand ASEAN Scholars Awards and Commonwealth Scholarships; and Education New Zealand: the New Zealand International Doctoral Research Scholarships (NZIDRS).

The University of Auckland also offers University of Auckland International PhD Scholarships at PhD level for international students from all countries.

Further information on available international scholarships and the international scholarship application process is available at [www.auckland.ac.nz/international](http://www.auckland.ac.nz/international).

Phone: +64 9 373 7513

Fax: +64 9 373 7405

### Code of Practice

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

### International Student Advisory Services

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

### iSpace

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



### International Student Information Centre

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

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## Examination Regulations

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

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

### Requirements

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

### Work Other than Examinations

- 2
  - a It is the responsibility of each candidate to ascertain the nature of the requirements for each course from the department or Faculty concerned.
  - b Provided that candidates have met deadlines set for this work, examiners should normally have determined and returned interim or definitive grades for this work before sitting of the examination, if one is prescribed.
  - c Unacknowledged copying or plagiarism in completing this work is treated as an examination offence.

### Time of Examinations

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

### Place of Examinations

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

### Special Examination Conditions

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

### Direction of Examinations

- 6
  - a The examinations will comprise such written, oral and practical examinations as the examiners may determine.



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

### Materials Permitted in the Examination Room

- 7 a A candidate must not bring to an examination any written or printed matter or any blank paper except by direction of the examiner.  
*Note: Candidates are to be informed by each department of the specific books or materials allowed for particular examinations. Details are also explained in the Examination Instructions.*
- b (i) All books and papers not approved for use in the examination, along with any spare personal belongings brought to the examination must be left in such part of the room as the supervisor directs.  
(ii) The University does not guarantee safekeeping of students' possessions in any circumstances, inside or outside examination rooms. Students concerned about the security of valuable possessions, briefcases etc during examinations will need to make alternative arrangements for their care, or ensure that they do not bring these possessions to the University on days when they are required to attend examinations.
- c A candidate may not bring into an examination an electronic calculator except by direction of the examiner. A calculator is defined as an electronic device capable of processing, storing or retrieving information, which has the primary purpose of mathematical calculation. Any calculator permitted to be taken into an examination must be 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 (eg, operating manuals) related to the use and operation of the calculator will not be permitted in the examination room and*  
(ii) *in all cases it is the responsibility of the candidate to maintain the operation and operating power of the calculator.*  
*Note: Candidates are to be informed by each Department of the specific types of calculators allowed for particular examinations. Details are also explained in the Examination Instructions.*
- d No other electronic device is allowed in the examination room unless specified by the examiner.
- e Any cellular telephone brought into an examination room must have all functions switched off and must be left in such part of the room as the supervisor directs.
- f Any cellular telephone, or electronic device not permitted in an examination room under Regulation 7d, that is found in the possession of a student during an examination will be removed and not returned to the student until after payment of a fine of \$100.
- g Audible alarms may not be active on any devices permitted in the examination room. Any device that emits an audible sound signal or alarm during an examination will be removed and not returned to the student until after payment of a fine of \$150.
- h Where specified material or calculators are permitted under items 7a and 7c above, examiners are required to be present at the commencement of the examination to check material brought into the examination room.
- i Candidates will be asked to show their student identity cards on entry for verification purposes and must display them on their desk for the duration of the examination.

### Timekeeping of Examinations and Conduct

- 8 a (i) A candidate will not be allowed to enter the room later than exactly halfway through the period specified for writing the examination.  
(ii) Latecomers will not be given any extra time for the examination.
- b Candidates will be allowed to read their examination papers for a period of not more than 10 minutes before the examination commences but may not use any writing materials until the room supervisor announces that they may do so. During this time and during permitted resting periods, no reference is to be made to any book in an examination where books are allowed.
- c Candidates must write out answers to examination questions in the official script book that is

provided by the University unless otherwise directed by examiners in the exam instructions. No part of the script book may be torn out or removed from the examination room.

- d A candidate must not communicate with an examiner in regard to an examination either in the script book or otherwise, except through the Director, Academic Services.
- e A candidate must not communicate with another candidate in the examination room or copy from another candidate's answers.
- f Candidates will not be readmitted to the examination room after they have left it unless, during the full period of their absence, they have been under approved supervision.
- g All paper used during the examination must be handed to the supervisor before the candidate leaves the examination room.
- h A candidate will not be permitted to leave the examination before 15 minutes after half of the period specified for writing the examination has elapsed and then only with the permission of the supervisor and upon handing in the script.
- i No candidate will be permitted to leave the examination room during the last 15 minutes of the examination.
- j A candidate must not continue writing an answer after the supervisor has announced the expiration of time. In no circumstances is any time over and above the time allotted to any examination to be allowed to candidates for reading over their scripts or making any amendment or addition to scripts.

### Misconduct

- 9 a Any complaint that a candidate has committed an examination offence will be referred to Senate to determine whether the complaint should be investigated. For the purposes of this Regulation an 'examination offence' includes any breach of rules relating to the conduct of examinations and any dishonest practice occurring in the preparation or submission of any work (whether in the course of an examination or not) which counts towards the attainment of a pass in any subject, or otherwise occurs in connection with any examination.
- b If Senate determines that a complaint against a candidate should be investigated, it will refer that complaint to the Discipline Committee.
- c Where the Discipline Committee is satisfied that a candidate:
  - (i) has committed a breach of these regulations
  - or
  - (ii) has been notified that he or she has failed to comply with any Statute or any other Regulation of the University and (where the failure is capable of remedy) has been given a reasonable time to remedy the failure without having done so;
 then the Discipline Committee may:
  - (iii) suspend for such time as it may prescribe the release to the candidate of the results of any examination
  - (iv) decline to credit to the candidate's programme any course or courses
  - (v) cancel any pass with which the candidate may have been credited in the course or examination in respect of which the breach occurred
  - (vi) disqualify the candidate from sitting any examination for such period as it may prescribe
  - (vii) impose any one or more of these penalties.
- d The Discipline Committee may also impose, in the circumstances stated in Clause 9b of this Regulation, the following penalties prescribed in Clause 9d of the Disciplinary Statute, that is to say:
  - (i) a fine not exceeding \$1,000
  - (ii) a limitation or prohibition on attendance at any Class or Classes or the use and enjoyment of any of the Facilities
  - (iii) a suspension from attendance at the University or any Class or Classes for such a period as it thinks fit
  - (iv) cancellation of Enrolment of a student at the University or in a programme or training at the University
  - (v) a penalty in the form of requiring the offender to remove any defacement to University Premises or property or to render services to the benefit of the University or its students
  - (vi) any one or more of these penalties.
- e A candidate upon whom a penalty is imposed under these regulations may apply for a review pursuant to section 11 of the Disciplinary Statute.

## Missed Examinations

- 10 a A candidate who has missed an examination by reporting for it at the wrong time cannot sit that examination at another time except for candidates enrolled for Masters or Bachelors Honours postgraduate degrees, or a Postgraduate Diploma, for whom special arrangements may be made within a period of 24 hours from the start of the scheduled examination
- b Candidates other than those enrolled for Masters or Bachelors Honours degrees, or a Postgraduate Diploma, may apply for a special pass in the missed examination by completing the appropriate form and submitting it to the Director, Academic Services, not later than one week after the missed examination.
- c In considering a special pass application, Senate or its representative may take into account the candidate's work in that course or in that subject or a particular element of hardship as it sees fit.

## Aegrotat and Compassionate Consideration

- 11 a An application for Aegrotat or Compassionate Consideration may be made by candidates who have been prevented from being present at an examination or who consider that their preparation for or performance in an examination has been seriously impaired by temporary illness or injury or exceptional circumstances beyond their control, if the following conditions are satisfied:
  - (i) They must be enrolled for the course.
  - (ii) The application form must be submitted to the University Health and Counselling Service within one week of the date that the examination affected took place, or if more than one examination has been affected, then within one week of the last of those examinations.
  - (iii) The medical certificate or statement of exceptional circumstances on the application form must be completed in accordance with Regulations 11b and 11c below.
- b In the case of illness or injury, a registered medical practitioner must:
  - (i) State when the practitioner saw the candidate. This should be on the day of the examination, or if this is not possible, on the day before or the day after. For impaired preparation, the medical certificate should cover a period within the fortnight immediately preceding the examination, unless special circumstances apply.
  - (ii) Give sufficient detail of the illness or injury to show clearly that the candidate was not responsible for the illness or injury.
  - (iii) State whether, in the practitioner's opinion, the illness or injury of the candidate at the time either prevented the candidate from taking the examination, or was likely to have seriously impaired the candidate's preparation for it or performance in it.
- c In the case of exceptional circumstances beyond the candidate's control, the statement of circumstances must be supported by suitable evidence.
- d The application will be considered by Senate or its representative only if the medical or counselling adviser to the University reviews the evidence submitted and confirms that:
  - (i) the candidate was not responsible for the illness or injury or exceptional circumstances *and*
  - (ii) because of the illness or injury or exceptional circumstances the candidate was either prevented from being present at the examination or the candidate's preparation for or performance in the examination was likely to have been seriously impaired.
- e The candidate may be granted an aegrotat or compassionate grade by Senate or its representative if the above conditions are satisfied and there is a recommendation for an aegrotat or compassionate grade from the appropriate Head of Department or Dean.
- f To make a recommendation for an aegrotat or compassionate grade, the Head of Department or Dean must certify that:
  - (i) the candidate's coursework in the course was well above the minimum pass standard or, where relevant, the minimum standard for a class of Honours, Merit or Distinction *and*
  - (ii) for a candidate who sat the examination, the mark attained in the examination was lower than expected taking into account the candidate's coursework in that course *and*
  - (iii) the candidate is in their opinion clearly worthy of a pass in the course or, where relevant, to be awarded First or Second Class Honours, Merit or Distinction.
- g If a recommendation is required for a course with no coursework, the Head of Department or Dean may take into account the coursework and examination performance in any other courses for the same degree, where this is available to them.

- h When considering the application, Senate or its representative may take into account the candidate's work in other courses, or approve an aegrotat or compassionate grade other than that recommended, as it sees fit.
- i The above is subject to the restrictions that:
  - (i) No more than one third of the total points value credited to a degree or diploma may be awarded with an aegrotat or compassionate grade granted under this Regulation.
  - (ii) A candidate for a Masters degree, Bachelors Honours Postgraduate degree or a Postgraduate Diploma in which Honours, Merit or Distinction is available may:
    - (a) instead of applying for aegrotat or compassionate consideration, apply to re-enrol in all of the courses affected
    - or
    - (b) apply for aegrotat or compassionate consideration in courses worth up to the points limit specified above, and to re-enrol in any other affected courses in order to retain eligibility for Honours, Merit or Distinction.
- j A candidate who applied for Aegrotat or Compassionate Consideration in any course may, in exceptional circumstances and on a recommendation from the Head of the Department, be granted permission by Senate or its representative to take another examination, either written or oral, in that course.
- k The provisions of Regulation 11 apply to:
  - (i) Any final written examination presented for a course for a degree, diploma, or certificate.
  - (ii) Any final practical examination presented for a course for a degree, diploma, or certificate, other than a Music Performance examination.
- l The provisions of Regulation 11 apply (with necessary changes) to:
  - (i) The final submission in each year of work for the practical subjects for the Degree of Bachelor of Fine Arts, Postgraduate Diploma in Fine Arts or the Degree of Master of Fine Arts.
  - (ii) The final submission in each semester of studio work for the Degrees of Bachelor of Architectural Studies and Bachelor of Architecture as if such final submission were an examination and as if the date upon which such final submission was due were the date of examination.

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

### Reconsideration

- 12 a Following the decision of Senate on an application for Aegrotat or Compassionate Consideration, the candidate may apply to the Director, Academic Services, for reconsideration of that decision.
- b An application for reconsideration must be made:
  - (i) in writing to the Director, Academic Services, no later than four weeks after the student is notified of Senate's decision
  - and
  - (ii) must be accompanied by further evidence in support of the application for aegrotat or compassionate consideration.
- c Where the application seeks reconsideration of the effect of any medical evidence previously supplied or consideration of any additional medical evidence or both then:
  - (i) If the medical or counselling adviser who reviewed the medical evidence previously submitted did not confirm that the requirements of Regulation 11d(i) and 11d(ii) had both been met then all the medical evidence shall be referred to a medically qualified independent person ('Referee') to determine that question. The Referee's decision will be final and conclusive.
  - (ii) If the requirements of Regulation 11d(i) and 11d(ii) have been found (either on the first application or by a Referee on reconsideration):
    - (a) not to have been met, then the application shall be declined;
    - (b) to have been met, then Senate or its representative shall consider the other factors to be taken into account in terms of Regulation 11 and determine whether or not to grant the application and that decision shall be final and conclusive.

### Written Tests

- 13 Where a percentage of the marks awarded for a course is allocated to a prior written test, and candidates are prevented by temporary illness or injury or exceptional circumstances beyond their control from sitting the test, or consider that their performance in the test has been seriously impaired by any of those causes, then, if the conditions in Regulations 11c to 11f (with the necessary changes) are complied with, the candidates may on application and at the discretion of Senate:

- a be permitted to sit another written test
- or
- b receive a mark for the test based on the average of marks awarded for other coursework
- or
- c take a viva voce examination
- or
- d have the percentage of marks allocated to the test reallocated to the examination.

### Results Determination

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

### Grades and Marks

- 15 **Pass Marks**  
A pass mark is 50 percent or over.

- 16 **Pass Grades**  
There are 11 pass grades:

A+	High first
A	Clear first
A–	Bare first
B+	High second
B	Clear second
B–	Bare second
C+	Sound pass
C	Pass
C–	Marginal pass
Pass	Ungraded pass
Conceded pass	

- 17 **Fail Grades**  
There are four fail grades:

D+	Marginal Fail
D	Clear Fail
D–	Poor Fail
Fail	Ungraded Fail

- 18 **Conceded Passes**
- a Conceded passes apply only to courses taken towards:
    - (i) a Bachelors degree
    - or
    - (ii) an undergraduate diploma comprising not fewer than 240 points
    - or
    - (iii) Parts I, II or III of the Bachelor of Engineering (Honours) degree
    - or
    - (iv) Parts I, II or III of the Bachelor of Engineering (Honours) component of a conjoint degree.
 Courses taken towards other Bachelors (Honours) degrees are not eligible for conceded passes.
  - b A candidate may, at the discretion of the relevant Faculty, be considered for a conceded pass. No application by the candidate is required.
  - c A conceded pass, if granted, may not be declined by the candidate.

- d A conceded pass will apply only to the programme for which it is awarded and may not be transferred or credited to any other programme.
- e A candidate granted a conceded pass in a course who wishes to take that course again may do so only for Certificate of Proficiency.

f **For the degrees of:**

Bachelor of Arts – BA  
 Bachelor of Business and Information Management – BBIM  
 Bachelor of Commerce – BCom  
 Bachelor of Dance Studies – BDanceSt  
 Bachelor of Education (Teaching) – BEd(Tchg)  
 Bachelor of Health Sciences – BHSc  
 Bachelor of Human Services – BHumServ  
 Bachelor of Music – BMus  
 Bachelor of Performing Arts – BPerfArts  
 Bachelor of Physical Education – BPE  
 Bachelor of Property – BProp  
 Bachelor of Science – BSc  
 Bachelor of Social Sciences (Human Services) – BSocSci(Human Services)  
 Bachelor of Social Work – BSW  
 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 requirements
- (iii) the student obtained a grade of D+ in the course
- (iv) the result was achieved in the last two semesters of enrolment, one of which may be a Summer School.

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

g **For the degree of LLB:**

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

- (i) one course to a maximum value of 20 points may be conceded
- (ii) the concession will allow the student to complete the degree
- (iii) the course is not one of the core law subjects prescribed by the New Zealand Council of Legal Education
- (iv) the student obtained a grade of D+ in the course
- (v) the result was achieved in the last two semesters of enrolment, one of which may be a Summer School.

h **For the degrees of:**

Bachelor of Architectural Studies – BAS  
 Bachelor of Architecture – BArch  
 Bachelor of Engineering – BE  
 Bachelor of Engineering (Honours) – BE(Hons)  
 Bachelor of Fine Arts – BFA  
 Bachelor of Optometry – BOptom  
 Bachelor of Planning – BPlan  
 Bachelor of Technology – BTech  
 Bachelor of Visual Arts – BVA

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

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

*and*

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

*and*

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



i **For the degree of BEd(TESOL):**

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

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

and

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

and

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

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

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

and

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

and

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

and

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

j **Medical and Health Sciences**

(i) **For the degree of MBChB, Part III:**

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

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

and

(b) one course to a maximum value of 30 points be conceded

and

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

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 may be awarded under the following provisions:

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

and

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

and

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

and

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

(ii) **For the degree of BNurs, Part I:**

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

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

and

(b) a maximum of 30 points in the Part be conceded

and

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

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

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

and

- (e) deferred results be limited to a maximum of 30 points in any Part  
*and*
- (f) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better  
*and*
- (g) that the reassessed grade in that course (or courses) be no greater than a grade of C+.

(iii) **For the degree of BPharm:**

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

- (a) that by award of a conceded pass the student will complete that Part  
*and*
- (b) a maximum of 15 points in any one Part be conceded  
*and*
- (c) that to be eligible for the award of a conceded pass the student must have achieved a grade of D+ in that course (or courses) and an overall GPA of 2.5 or better in that Part  
*and*
- (d) a maximum of two conceded passes are awarded for the degree.

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

- (e) that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study and/or examination be completed to the satisfaction of the Examiners  
*and*
- (f) deferred results be limited to a maximum of 30 points in any Part  
*and*
- (g) that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better  
*and*
- (h) that the reassessed grade in that course (or courses) be no greater than a grade of C+.

k **Undergraduate Diplomas**

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

One course to a maximum value of 20 points may be conceded provided:

- (i) that the conceded pass may only be awarded where it would permit the student to complete his/her diploma  
*and*
- (ii) that the student has obtained a grade of D+ in that course.

l **Conjoint Degrees**

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

## Deferred Results

19 a **Bachelor of Medicine and Bachelor of Surgery**

**MBChB Parts II, 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.

b **Bachelor of Nursing**

**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.

c **Bachelor of Optometry**

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

### Recount of Marks

- 20 By making application not later than seven weeks after the last day of the examination period, any candidate sitting a written examination only may have the marks awarded for their examination script recounted. A recount of marks covers a careful rechecking of the marks recorded by the examiner and ensures that no answer, or any part of an answer, submitted by a candidate has been overlooked.

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

### Availability of Scripts

- 21 a By making application during the three months after the end of the examination period for the examination, a candidate may obtain a copy of their examination script.  
b By making application not before three months and no later than four months after the end of the examination period for the examination, a candidate may request the return of their original examination script.

*Note: No further consideration of the examination script will be undertaken after the original script has been returned to the student. Examination scripts will normally be retained only for six months after the examination period and thereafter will be destroyed.*

### Theses and Dissertations

- 22 Where a thesis or dissertation is required as part of an examination the following conditions apply.
- a **Theses**  
Details of the submission and binding requirements for a thesis are listed in the General Regulations – Masters Degrees.
- b **Dissertations**  
Binding requirements for dissertations will be defined by the Faculty.
- c **Degree of Doctor of Philosophy**  
(i) Details of the submission and binding requirements for PhD theses are contained in the Statute for the Degree of Doctor of Philosophy.  
(ii) On completion of the examination, the candidate is to submit either three hardbound copies of the thesis or two hardbound copies and one digital copy of the thesis to the Graduate Centre as specified in Clauses 9s and 9t of the Statute for the Degree of Doctor of Philosophy. A short abstract not exceeding 350 words is to be included with each copy and bound into the hardbound copies of the thesis. The Graduate Centre is to deposit two hardbound or one hardbound and one digital copy with the University Library. The disposal of the third hardbound copy shall be at the discretion of the Head of the relevant Department.

*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.*

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

### Embargoing of Theses

- 24 a A thesis will normally be available for public consultation unless there are compelling reasons for restricting access to it.  
b Access to a thesis may be restricted, normally for a maximum of two years, if it contains confidential and sensitive material that would:  
(i) breach prior contractual arrangements with outside organisations  
or  
(ii) prevent or jeopardise an application for a patent, licence, or registration  
or  
(iii) provide good reason for refusing to disclose the contents of the thesis, consistent with the provisions of the Privacy Act (1993) or the Official Information Act (1982).  
c An application for an embargo is to be made by the author of the thesis and/or the supervisor, through the Head of Department to the Dean of Graduate Studies.

- d The embargo will apply to all copies of the thesis, whether hard copy or electronic.
- 25 The University Librarian or a delegated authority has a right to make and supply copies of theses and dissertations in terms of Section 56 of the Copyright Act (1994) unless the author has imposed conditions restricting the reproduction of their work for a stipulated period.

**Failed Theses**

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

- 27 For the purposes of these regulations 'Senate' indicates any duly empowered delegate of the Senate.
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## General Statutes and Regulations

- 58 Conferment of Academic Qualifications and Academic Dress Statute 1992
- 62 Availability of Academic Dress
- 62 The Degrees and Diplomas Statute 1991
- 65 The Honorary Degrees and Awards Statute 1998
- 67 Guidelines for the Award of Honorary Degrees and Fellowships
- 67 The Disciplinary Statute 1998



# 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).
- 4 Every diploma shall be in appropriate form under the Common Seal of the University.
- 5 At a specified time or times each year the Council shall meet in convocation of the University to confer degrees and award diplomas. Persons wishing to have their degree conferred or diploma awarded (whether in person or in absentia) at such a ceremony shall make application to the Registrar not later than the date specified in the *Calendar* for this purpose.
- 6 The form of words to be used by the Chancellor, the Vice-Chancellor, Pro-Chancellor or such other person as may have been appointed by the Council to confer degrees or to award diplomas shall be as follows:
  - a **Degrees**  
*'By the authority vested in me by resolution of The University of Auckland Council I [NAME], [POSITION], confer the degrees stated upon those who, within their several faculties, have satisfied the requirements of this University.'*
  - b **Diplomas**  
*'By the authority vested in me by resolution of The University of Auckland Council I [NAME], [POSITION], award the diplomas stated upon those who, within their several faculties, have satisfied the requirements of this University.'*
- 7 In appropriate circumstances, the form of words to be used by the Chancellor, the Vice-Chancellor, Pro-Chancellor or such other person as may have been appointed by the Council to confer degrees and to award diplomas shall be as follows: *'By the authority vested in me by resolution of The University of Auckland Council I [NAME], [POSITION], confer the degrees and award the diplomas stated upon those who, within their several faculties, have satisfied the requirements of this University.'*
- 8 The academic dress worn by members of the University at any public ceremony of the University shall be the costume appropriate to their degree, but doctors may on special occasions wear a scarlet gown and graduates admitted *ad eundem statum* may wear the academic costume of their own university. Unless the holder of a diploma is also a graduate the only academic dress they may wear is an undergraduate gown and the scarf appropriate to their diploma.
- 9 The academic costumes of The University of Auckland shall be as follows:
  - a The robe for the Chancellor of the University is a blue damask gown with facings of gold lace, bearing on each shoulder the coat of arms of the University. The cap is a black velvet trencher with gold lace and tassel. The robe for the Pro-Chancellor is a black gown with facings of blue silk and gold lace, bearing on each shoulder the coat of arms. The cap is a black velvet trencher with gold tassel. The robe for the Vice-Chancellor is a blue silk gown with facings of silver lace, bearing on each shoulder the coat of arms. The cap is a black velvet trencher with silver lace and tassel. The robe for the Registrar is a gown of black silk with facings of blue silk, bearing on each shoulder the coat of arms. The cap is a black velvet trencher with a black silk tassel. The robe for the Kaumatua and the 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
MCW	pink lining; 25mm tan band on the edge of the satin
MLitt	pink lining; 75mm pink band on the outside edge of the hood
MPP	pink lining; 25mm dark brown band on the edge of the satin
MTESOL	pink lining; 25mm light brown band on the edge of the satin

#### Business and Economics

BBIM	apricot lining
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
MComLaw	orange lining; 25mm light blue band on the edge of the satin
MCE	orange lining; 25mm terracotta band on the edge of the satin
MIntBus	orange lining; 25mm light brown band on the edge of the satin
MMgt	orange lining; 25mm tan band on the edge of the satin
MTaxS	orange lining; 25mm dark brown band on the edge of the satin

#### Creative Arts and Industries

BAS, MAS	lemon lining
BArch, 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
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
BMusEd	emerald green lining; 25mm white band on the edge of the satin
BPerfArts	pink lining; 25mm dark brown band on the edge of the satin
BPlan, MPlan	chartreuse green lining
BVA	gold lining; 25mm jade green band on the edge of the satin
MBldgSc	lemon lining; 25mm dark brown band on the edge of the satin
MCPA	pink lining; 25mm white band on the edge of the satin
MPlanPrac	chartreuse green lining; 25mm dark brown band on the edge of the satin
MUrbDes	lemon lining; 25mm chartreuse green band on the edge of the satin
MUrbPlan	chartreuse green lining; 25mm dark brown band on the edge of the satin

#### Education

BEd, MEd	emerald green lining
BEd(Tchg)	emerald green lining
BEd(Tchg)(Hons)	emerald green lining; 25mm emerald green band on the outside edge of the hood
BEd(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
BPE(Hons)	emerald green lining; 25mm light brown band on the edge of the satin and a 25mm emerald green band on the outside edge of the hood
BSocSci(Human Services)	buff lining; 25mm dark 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
MSW	buff lining
MSW(Prof)	buff lining; 25mm buff 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

#### Interfaculty

BTech	dark blue lining; 25mm taupe band on the edge of the satin
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MBioEnt	dark blue lining; 25mm orange 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
MHealthMgt	lilac lining; 25mm orange 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
MEnvLS	light blue lining; 25mm light brown band on the edge of the satin
MLS	light blue lining; 25mm tan band on the edge of the satin

**Medical and Health Sciences**

BHSc, MHSc	lilac lining
BHSc(Hons)	lilac lining; 25mm lilac band on the outside edge of the hood
BHB, MMedSc	crimson lining
BHB(Hons)	crimson lining; 25mm crimson 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
BPharm	grey-green lining
MAud	lilac lining; 25mm 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
MMH	lilac lining; 25mm light 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
BOptom	blue-green lining
MSLTPrac	dark blue lining; 25mm dark brown band on the edge of the satin

**Theology**

BTheol, MTheol	forest green lining
BTheol(Hons)	forest green lining; 25mm forest green band on the outside edge of the hood

- 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.

- 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.

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

## Availability of Academic Dress

The Kate Edger Educational Charitable Trust trading as Academic Dress Hire owns a stock of academic gowns, hoods, scarves, trenchers and Tudor bonnets. These are available for hire Monday to Friday from 8.30am until 5pm throughout the year. Details may be obtained from Academic Dress Hire, 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.

## The Degrees and Diplomas Statute 1991

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

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

- 1 This Statute may be cited as the Degrees and Diplomas Statute 1991.
- 2 The Council shall have power to confer the following degrees on any person who completes a course of study in accordance with the provisions of the regulations for that qualification.
 

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



Bachelor of Arts/Bachelor of Fine Arts	BA/BFA
Bachelor of Arts/Bachelor of Fine Arts (Honours)	BA/BFA(Hons)
Bachelor of Arts/Bachelor of Health Sciences	BA/BHSc
Bachelor of Arts/Bachelor of Music	BA/BMus
Bachelor of Arts/Bachelor of Science	BA/BSc
Bachelor of Arts/Bachelor of Theology	BA/BTheol
Bachelor of Arts/Bachelor of Laws	BA/LLB
Bachelor of Arts/Bachelor of Laws (Honours)	BA/LLB(Hons)
Bachelor of Commerce/Bachelor of Engineering (Honours)	BCom/BE(Hons)
Bachelor of Commerce/Bachelor of Health Sciences	BCom/BHSc
Bachelor of Commerce/Bachelor of Music	BCom/BMus
Bachelor of Commerce/Bachelor of Property	BCom/BProp
Bachelor of Commerce/Bachelor of Science	BCom/BSc
Bachelor of Commerce/Bachelor of Laws	BCom/LLB
Bachelor of Commerce/Bachelor of Laws (Honours)	BCom/LLB(Hons)
Bachelor of Education (Teaching)/Bachelor of Science	BE(Tchg)/BSc
Bachelor of Engineering (Honours)/Bachelor of Laws	BE(Hons)/LLB
Bachelor of Engineering (Honours)/Bachelor of Laws (Honours)	BE(Hons)/LLB(Hons)
Bachelor of Engineering (Honours)/Bachelor of Property	BE(Hons)/BProp
Bachelor of Engineering (Honours)/Bachelor of Science	BE(Hons)/BSc
Bachelor of Health Sciences/Bachelor of Laws	BHSc/LLB
Bachelor of Health Sciences/Bachelor of Laws (Honours)	BHSc/LLB(Hons)
Bachelor of Health Sciences/Bachelor of Nursing	BHSc/BNurs
Bachelor of Health Sciences/Bachelor of Science	BHSc/BSc
Bachelor of Music/Bachelor of Science	BMus/BSc
Bachelor of Nursing/Bachelor of Science	BNurs/BHSc
Bachelor of Property/Bachelor of Science	BProp/BSc
Bachelor of Property/Bachelor of Laws	BProp/LLB
Bachelor of Property/Bachelor of Laws (Honours)	BProp/LLB(Hons)
Bachelor of Science/Bachelor of Laws	BSc/LLB
Bachelor of Science/Bachelor of Laws (Honours)	BSc/LLB(Hons)
Bachelor of Science/Bachelor of Theology	BSc/BTheol
Master of Architecture	MArch
Master of Architecture (Professional)	MArch(Prof)
Master of Arts	MA
Master of Audiology	MAud
Master of Bioscience Enterprise	MBioEnt
Master of Business Administration	MBA
Master of Clinical Education	MClinEd
Master of Clinical Pharmacy	MClinPharm
Master of Commerce	MCom
Master of Commercialisation and Entrepreneurship	MCE
Master of Counselling	MCouns
Master of Creative and Performing Arts	MCPA
Master of Creative Writing	MCW
Master of Education	MEd
Master of Educational Leadership	MEdLd
Master of Educational Management	MEdMgt
Master of Energy	MEnergy
Master of Engineering	ME
Master of Engineering Management	MEMgt
Master of Engineering Studies	MEngSt
Master of Fine Arts	MFA
Master of Health Management	MHealthMgt
Master of Health Psychology	MHealthPsych
Master of Health Sciences	MHSc
Master of International Business	MIntBus
Master of Laws	LLM
Master of Legal Studies	MLS
Master of Literature	MLitt
Master of Management	MMgt
Master of Maori Health	MMH
Master of Medical Science	MMedSc
Master of Music	MMus
Master of Nursing	MNurs

Master of Operations Research  
 Master of Philosophy  
 Master of Planning  
 Master of Professional Studies  
 Master of Property  
 Master of Public Health  
 Master of Public Policy  
 Master of Science  
 Master of Social Work  
 Master of Social Work (Professional)  
 Master of Speech Language Therapy Practice  
 Master of Taxation Studies  
 Master of Teaching English to Speakers of Other Languages  
 Master of Theology  
 Master of Urban Design  
 Master of Urban Planning  
 Doctor of Clinical Psychology  
 Doctor of Education  
 Doctor of Engineering  
 Doctor of Fine Arts  
 Doctor of Laws  
 Doctor of Literature  
 Doctor of Medicine  
 Doctor of Music  
 Doctor of Musical Arts  
 Doctor of Pharmacy  
 Doctor of Philosophy  
 Doctor of Science

MOR  
 MPhil  
 MPlan  
 MProfStuds  
 MProp  
 MPH  
 MPP  
 MSc  
 MSW  
 MSW(Prof)  
 MSLTPrac  
 MTaxS  
 MTESOL  
 MTheol  
 MUrbDes  
 MUrbPlan  
 DClInPsy  
 EdD  
 DEng  
 DocFA  
 LLD  
 LittD  
 MD  
 DMus  
 DMA  
 DPharm  
 PhD  
 DSc

and to award the following diplomas:

Diploma in Paediatrics  
 Diploma in Professional Ethics  
 Graduate Diploma in Arts  
 Graduate Diploma in Commerce  
 Graduate Diploma in Education  
 Graduate Diploma in Engineering  
 Graduate Diploma in Engineering (Transportation)  
 Graduate Diploma in Innovation and Entrepreneurship  
 Graduate Diploma in Law  
 Graduate Diploma in Music  
 Graduate Diploma in Performing Arts  
 Graduate Diploma in Science  
 Graduate Diploma in Teaching (Early Childhood Education)  
 Graduate Diploma in Teaching English to Speakers of Other Languages  
 Graduate Diploma in Teaching (Primary)  
 Graduate Diploma in Teaching (Secondary)  
 Graduate Diploma in Theology

DipPaed  
 DipProfEthics  
 GradDipArts  
 GradDipCom  
 GradDipEd  
 GradDipEng  
 GradDipEng(Transp)  
 GradDipInnovEnt  
 GradDipLaw  
 GradDipMus  
 GradDipPerformArts  
 GradDipSci  
 GradDipTchg(ECE)  
 GradDipTESSOL  
 GradDipTchg(Primary)  
 GradDipTchg(Sec)  
 GradDipTheol

and to award the following Postgraduate diplomas:

Postgraduate Diploma in Applied Psychology  
 Postgraduate Diploma in Architecture  
 Postgraduate Diploma in Arts  
 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 Community Emergency Medicine  
 Postgraduate Diploma in Counselling Theory  
 Postgraduate Diploma in Creative and Performing Arts  
 Postgraduate Diploma in Education (Teaching)  
 Postgraduate Diploma of Educational Management  
 Postgraduate Diploma in Education  
 Postgraduate Diploma in Educational Leadership  
 Postgraduate Diploma in Fine Arts

PGDipAppPsych  
 PGDipArch  
 PGDipArts  
 PGDipBioEnt  
 PGDipBus  
 PGDipClinEd  
 PGDipClinPharm  
 PGDipClinPsych  
 PGDipCom  
 PGDipComEmMed  
 PGDipCounsth  
 PGDipCPA  
 PGDipEd(Tchg)  
 PGDipEdMgt  
 PGDipEd  
 PGDipEdLd  
 PGDipFA

Postgraduate Diploma in Forensic Science	PGDipForensic
Postgraduate Diploma in Health Psychology	PGDipHealthPsych
Postgraduate Diploma in Health Sciences	PGDipHSc
Postgraduate Diploma in International Business	PGDipIntBus
Postgraduate Diploma in Language Teaching	PGDipLT
Postgraduate Diploma in Maori Health	PGDipMH
Postgraduate Diploma in Medical Science	PGDipMedSc
Postgraduate Diploma in Music	PGDipMus
Postgraduate Diploma in Obstetrics and Medical Gynaecology	PGDipObstMedGyn
Postgraduate Diploma in Operations Research	PGDipOR
Postgraduate Diploma in Professional Supervision	PGDipProfSup
Postgraduate Diploma in Property	PGDipProp
Postgraduate Diploma in Public Health	PGDipPH
Postgraduate Diploma in Science	PGDipSci
Postgraduate Diploma in Social Science Research Methods	PGDipSocScResMeth
Postgraduate Diploma in Social Work	PGDipSW
Postgraduate Diploma in Sports Medicine	PGDipSportMed
Postgraduate Diploma in Theology	PGDipTheol
Postgraduate Diploma in Translation Studies	PGDipTranslationStud

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

Bachelor of Social Sciences (Human Services)  
Diploma of Teaching  
Graduate Diploma of Teaching (Early Childhood Education)  
Graduate Diploma of Teaching English in Schools to Speakers of Other Languages  
Graduate Diploma of Teaching (Primary)  
Graduate Diploma of Teaching (Secondary)  
Postgraduate Diploma of Education (Music)  
Postgraduate Diploma of Education

- 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 a student member of the Council.
- 5 The Council may, from time to time, approve guidelines for the award of honorary degrees and fellowships and, in making its recommendations, the University Honours Committee shall ensure that it complies with all those guidelines.
- 6 The Council may also, in its discretion and on the recommendation of the University Honours Committee:
- a award the title 'Professor Emeritus' to a retired member of the academic staff who held the office of a Professor of the University immediately before his or her retirement
  - b award the title 'University Librarian Emeritus' to a retired member of staff who held the office of University Librarian immediately before his or her retirement and who has a record of long and distinguished service to the University as the University Librarian.
- 7.1 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Doctor's degree:
- a Any person who:
    - (i) is academically distinguished, or has made a distinguished contribution in creative or artistic fields, and has, or has had, some intimate connection with the University
    - or*
    - (ii) has shown strong interest in the well-being of the University by benefactions, or in other appropriate ways
    - or*
    - (iii) is of international repute and is visiting, or has visited the University in an official capacity
  - or*
  - b Any other person approved for the purpose after consultation with Education Committee on behalf of Senate.
- 7.2 The University Honours Committee may recommend to the Council, for the conferment of an Honorary Masters degree:
- a any member of the 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.

## The Disciplinary Statute 1998

### 1 Title and Commencement

This Statute may be cited as The Disciplinary Statute 1998 and comes into force on 1 March 1998.

### 2 Interpretation

**'Appeals Committee'** means the Committee constituted by the Council with delegated authority to exercise the powers conferred on it by Statute.

**'Authorised Person'** means the Vice-Chancellor, the Registrar, any Staff Member, a Warden or a member of the staff of the Students' Association.

**'Class'** means any lecture, tutorial, seminar, laboratory, or other assembly of Students at which tuition is being given and includes any lecture or address within the University at which Students are present.

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

**'Discipline Committee'** means the committee constituted by the Council with delegated authority to exercise the powers conferred on it by Statute.

**'Enrolment'** means enrolment in a course of study or training at the University and 'enrol' has a corresponding meaning.

**'Facility'** means premises and equipment made available by the University for the recreation of Students and Staff Members as, for example:

- Common Rooms
- Physical Fitness Facilities
- Playing Fields
- Student Union
- The Maidment Theatre.

**'Field Trip'** means a trip beyond University Premises undertaken by Students and conducted by the University for the purposes of study or research.

**'Hall'** means any hostel or hall of residence or other student accommodation under the control of the University and intended for the occupation of students.

**'Registrar'** means the person for the time being holding office as the Registrar of the University.

**'Rule'** means any rule of conduct made by the Council, Senate, or any Authorised Person of which notice has been given:

- (i) by publication in the *University Calendar*; or
- (ii) by other means; or
- (iii) to the person charged with misconduct before the alleged misconduct has occurred.

**'Senate'** means Senate of the University.

**'Specified Statutes'** means the Examination Regulations, the Fees Regulations, the Information and Communications Technology Statute, the Library Statute as published in the most recent *University Calendar* and includes any other Regulations or Statutes so published which prescribe offences for misconduct (whether or not penalties are also prescribed for those offences).

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

**'Statute'** means a Statute made by the Council and includes this Statute, a Specified Statute and all Regulations of the University made before 1 January 1991 and not since revoked.



**'Student'** means a duly enrolled student of the University and includes, for the purposes of section 3 of this Statute, a person applying to enrol.

**'Students' Association'** means the Auckland University Students' Association Incorporated.

**'Student Union'** means University Premises that are for the time being administered by the Students' Association.

**'University'** means The University of Auckland.

**'University Premises'** means land and buildings owned by the University or of which the University has possession or control; and includes any Hall and (for the avoidance of doubt) the Student Union.

**'Vice-Chancellor'** means the person holding office for the time being as the Chief Executive of the University; and includes any person for the time being:

- a acting in that capacity; or
- b acting as a Deputy of the Chief Executive.

**'Warden'** means the person for the time being in charge of any Hall; and includes a deputy of that person.

## Good Government and Discipline

### 3 Observance of Statutes and Rules

- a Every Student shall observe and comply with the provisions of the Statutes and Rules of the University.
- b Students who, on Enrolment or in the course of their attendance at the University, are subject to conditions imposed on their attendance to prevent disturbance or to maintain good order and discipline shall comply with those conditions.
- c The Discipline Committee shall have the power to hear and determine recommendations from the Registrar that a person not be permitted to enrol as a student of the University consistent with section 224(13)(a) of the Education Act 1989, on the grounds that the person is not of good character or has been guilty of misconduct or a breach of discipline.

### 4 Prohibitions and Directions

- a No Student or Staff Member shall:
  - (i) Wilfully act (on University Premises or elsewhere) in a manner contrary to the good government of the University or so as to bring the University into disrepute.
  - (ii) Wilfully damage, deface or destroy University Premises, any property on University Premises or any property of a Student, a Staff Member, or the Students' Association.
  - (iii) Wilfully impede the activities of the University, whether in teaching, research or otherwise.
  - (iv) Wilfully obstruct any Authorised Person in the due performance of the functions or duties of that Authorised Person.
  - (v) Wilfully create any nuisance in or on University Premises.
  - (vi) Wilfully interfere with the pursuit of work or study by any Student or Staff Member or his or her proper enjoyment of the amenities of the University.
  - (vii) Be in University Premises when the Student knows or ought to know that he or she is not entitled to be there at that time.
  - (viii) Smoke in any place where smoking is prohibited in terms of the Smoke Free policy of the University for the time being.
  - (ix) Cause any unnecessary disturbance or annoyance to persons living in residential quarters on University Premises or to residents in the immediate neighbourhood of University Premises.
  - (x) Ride, drive or park a cycle or motor vehicle in the University grounds except in compliance with the directions notified from time to time regulating the entry, exit and speed of cycles and vehicles and the places where they may be parked.
  - (xi) Be accompanied by a dog (other than a guide dog) or any other pet on University Premises.
  - (xii) Refuse any reasonable request to identify himself or herself by an Authorised Person who has reason to suspect that the Student is involved in a breach of any Statute or Rule.
  - (xiii) Post notices elsewhere than on the permanent notice boards provided for the purpose and except in compliance with the conditions prescribed by the Executive of the Students' Association in that regard.
  - (xiv) Bring or consume alcoholic liquor on University Premises other than:
    - (a) on licensed premises; or
    - (b) any other premises where permission has been given to consume alcohol and then only in accordance with any conditions imposed.
  - (xv) Use the Personal Identification Card or Access Card of another Staff Member or Student, or permit his or her Personal Identification Card or Access Card to be used by another person.
- b All Students shall comply with:
  - (i) Such directions as may reasonably be given by an Authorised Person to maintain good order and discipline.

- (ii) (While in a Class): any requirements as to behaviour or attire made for the orderly conduct of the Class or the safety of persons or property.
- (iii) (While using any Facility): the Rules applicable to its use and any directions by the person in charge to preserve the safety of the persons using the Facility.
- (iv) (While resident or present in a Hall): the Rules governing the maintenance of good order and discipline in the Hall and any directions given by the Warden of the Hall for that purpose
- (v) (While on a Field Trip): any Rules by the person in charge of the Field Trip to preserve the safety of the persons engaged on the Field Trip or to prevent misconduct during the Field Trip.
- (vi) (While present in the Student Union): requests made by an Authorised Person to prevent unruly behaviour or to cause it to cease.

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

- a No member of the Security Intelligence Service enrolled as a Student at the University shall carry out any inquiries into security matters within the University Premises.
- b The proposed attendance of a member of the Security Intelligence Service at the University shall be discussed between the Security Intelligence Service and the Registrar before his or her enrolment.
- c After those discussions have been held, Senate shall determine each year what special conditions (if any) as to attendance at Classes shall apply to students who are members of the Security Intelligence Service in order to maintain discipline among the students of the University by preventing any possible disturbance to the carrying out of normal teaching activities.
- d In this Section 5 'Member of the Security Intelligence Service' means an officer or employee engaged in the Security Intelligence Service established under the New Zealand Security Intelligence Service Act 1969.

## **Imposition of Penalties on Students**

### **6 Misbehaviour in Classes or Facilities**

- a Where a Student commits a breach of any Statute or Rule:
  - (i) In any Class: the person in charge of the Class; or
  - (ii) In any Facility: the person in charge of the Facility; may
    - (a) Exclude the Student from the Class (and up to 3 subsequent sessions of the Class) or the Facility (for such period as the person in charge may determine); and
    - (b) Refer the breach to the Discipline Committee.

### **7 Misbehaviour in Halls**

- a Where a Student commits a breach of any Statute or Rule in any Hall, the Warden of that Hall may:
  - (i) Impose a fine not exceeding \$1,000 on the Student; and/or
  - (ii) Suspend or terminate the Student's right to reside in the Hall; and/or
  - (iii) Refer the breach to the Discipline Committee.

### **8 Misbehaviour in the Student Union Building or its Precincts**

- a Where a Student commits a breach of any Statute or Rule in the Student Union the Executive of the Students' Association may:
  - (i) Impose a fine not exceeding \$500; and/or
  - (ii) Refer the breach to the Discipline Committee.

### **9 Other Penalties**

- a The Discipline Committee may of its own motion or on reference to it pursuant to:
  - (i) This Statute; or
  - (ii) Any other Statute or Rule
 impose on a Student who commits a breach of any Statute or Rule, any one or more of the penalties prescribed in Clauses 9b, 9c or 9d or require any such Student to pay an amount by way of restitution pursuant to Clause 9e.
- b For a breach of Examination Regulations the Discipline Committee may:
  - (i) As provided in those Regulations:
    - (a) Suspend for such time as it may prescribe the release to the candidate of the results of any examination;
    - (b) Decline to credit to the candidate's course any subject or subjects;
    - (c) Cancel any pass with which that candidate may have been credited in the subject or examination in respect of which the breach occurred;
    - (d) Disqualify the candidate from sitting any examination for such period as it may prescribe;
    - (e) Impose any one or more of those penalties; and/or

- (ii) Impose any of the penalties prescribed in Clause 9d.
- c For breach of any other Specified Statute the Discipline Committee may impose:
  - (i) The penalties prescribed in that Specified Statute; and/or
  - (ii) The penalties prescribed in section 9d.
- d For a breach of any Statute (not being a Specified Statute) or any Rule, the Discipline Committee may impose:
  - (i) A fine not exceeding \$1,000.
  - (ii) A limitation or prohibition on attendance at any Class or Classes or the use and enjoyment of any of the Facilities.
  - (iii) A suspension from attendance at the University or any Class or Classes for such period as it thinks fit.
  - (iv) Cancellation of Enrolment of a Student at the University or in a course of study or training at the University.
  - (v) A penalty in the form of requiring the offender to remove any defacement to University Premises or property or to render services to the benefit of the University or its students.
  - (vi) Any one or more of those penalties.
- e In determining any allegation of a breach of paragraph (ii) of Clause 4a of this Statute (damage to property) the Discipline Committee may, with or without imposing a penalty, require an offending Student to pay such amount by way of restitution as the Discipline Committee thinks fit.
- f On default of payment, within the time prescribed, of:
  - (i) A fine; or
  - (ii) Any amount to be paid by way of restitution pursuant to Clause 9e of this Statute;
 the Discipline Committee may suspend the Student in default from attendance at the University or any Class or Classes until that fine or that amount is paid.

## 10 Reprimands

- a Where the Discipline Committee has investigated a complaint that a Student has committed an offence under any Specified Statute it may:
  - (i) Through its Chairperson or any Authorised Person it has nominated for the purpose; and
  - (ii) Whether or not it has imposed any penalty for the offence;
 issue a reprimand orally or in writing to the Student charged with the offence in terms that it considers appropriate in all the circumstances.

## 11 Review of Penalties

- a Any Student:
  - (i) Upon whom a penalty is imposed under any Statute or any Rule; or
  - (ii) Who is required to pay any amount by way of restitution;
 may by giving written notice to the Registrar within 14 days of the penalty having been imposed apply to the Appeals Committee of the Council to review:
  - (i) The amount of that penalty; or
  - (ii) The imposition of that penalty; or
  - (iii) Both those matters; or
  - (iv) Any amount required to be paid by way of restitution.
- b The decision of the Appeal Committee on any such review is final.

## 12 Saving

- a Nothing in this or any other Statute prejudices the rights and remedies of the University at law in respect of the misconduct or negligence of any Student or Staff Member.

## 13 Transitional Provisions

- a Notwithstanding the revocation of the Disciplinary Regulations 1972:
    - (i) Proceedings may be commenced in respect of any offence under those Regulations alleged to have been committed before their revocation; and
    - (ii) Proceedings previously commenced under those Regulations may be continued; as if those Regulations remained in force.
  - b Where any proceedings that are commenced or continued pursuant to Clause 13a relate to an offence under the Examination Regulations, those Regulations will be deemed not to have been amended for the purpose of those proceedings.
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## Acts of Parliament

### Acts of Parliament

72      The University of Auckland Act 1961

# ACTS OF PARLIAMENT

## The University of Auckland Act 1961

### Analysis

#### Title

- 1 Short Title and Commencement
- 2 Interpretation
- 3 Constitution of the University
- 4 University District and Court of Convocation

#### Powers of the Council

- 20 Award of certificates, etc
- 21 Lectures to members of the public

### An Act to consolidate and amend certain enactments of the General Assembly relating to The University of Auckland

Be it enacted by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:

#### 1 Short Title and Commencement

- (1) This Act may be cited as The University of Auckland Act 1961.
- (2) This Act shall come into force on the first day of January, 1962.

#### 2 Interpretation

- (1) In this Act, unless the context otherwise requires:
 

**the Council** means the Council of The University of Auckland constituted in accordance with Part XV of the Education Act 1989

**lecturer** means a member of the staff of The University of Auckland who is in terms of his appointment an associate professor, a reader, a senior lecturer, or a lecturer of the University; and includes such other persons and classes of persons as the Council from time to time determines:

**Minister** means the Minister of the Crown for the time being responsible for the administration of this Act

**professor** means a professor of The University of Auckland; but does not include an associate professor:

**the Registrar** means the Registrar of The University of Auckland

**the University** means The University of Auckland constituted under this Act.

#### 3 Constitution of the University

- (1) For the advancement of knowledge and the dissemination and maintenance thereof by teaching and research there shall be a University to be called The University of Auckland.
- (2) The University shall consist of the Council, the professors emeriti, the professors, lecturers, junior lecturers, Registrar and librarian of the University for the time being in office, the graduates and undergraduates of the University, the graduates of the University of New Zealand whose names are for the time being on the register of the Court of Convocation of The University of Auckland, and such other persons and classes of persons as the Council may from time to time determine.
- (3) The University shall be a body corporate with perpetual succession and a common seal, and may hold real and personal property, and sue and be sued, and do and suffer all that bodies corporate may do and suffer.
- (4) The University established under this Act is hereby declared to be the same institution as the institution of that name existing immediately before the commencement of this Act under The University of Auckland Act 1954 (as amended by The University of Auckland Amendment Act 1957), which institution was originally established under the name of the Auckland University College under the Auckland University College Act 1882.

#### 4 Court of Convocation

- (1) [Repealed]
- (2) [Repealed]
- (3) There shall be a Court of Convocation of the University.
- (4) The said Court of Convocation shall consist of the persons whose names are enrolled on a register to be kept by the Registrar.
- (5) Every person shall be entitled to have his name enrolled on the register of the Court of Convocation who
  - (a) is a graduate of the University; or



- (b) being a graduate of the University of New Zealand either by examination at any time or by reasons of having been admitted *ad eundem gradum* before 1 January 1943, is not, by reason of that qualification, enrolled on the register of the Court of Convocation for any other University, and is otherwise qualified in accordance with statutes made by the Council to be enrolled on the register of the Court of Convocation of the University; or
  - (c) not being such a graduate, is a professor or graduate full-time member of the staff of the University or a graduate member, approved by the Council as being of University status, of the staff of an institution affiliated to the University; or
  - (d) is otherwise entitled in accordance with statutes made by the Council to have his name enrolled on the said register.
- (6) The power of the Council under Section 194 of the Education Act 1989 to make statutes extends to making statutes for the keeping of the register of the Court of Convocation, which statutes may include provisions prescribing the persons and classes of persons who are eligible under paragraph (b) or paragraph (d) of subsection (5) of this section for membership of the said Court of Convocation and the conditions (whether as to payment of fee or otherwise) on which persons are entitled to have their names enrolled in the register of the said Court; and, subject to this Act and to the said statutes, if any, the said Court shall have power to make such rules for the conduct of its business as it thinks fit and until rules governing its meetings are so made shall meet at such times and places as the Council may determine.
- (7) The said Court may make representations to the Council on any matter concerning the interests of the University.

Sections 5 to 19 – repealed

**20 Awards of Certificates, etc**

The Council shall have power, under such conditions as it thinks fit, to award certificates, fellowships, scholarships, bursaries and prizes, and to make other awards.

**21 Lectures to Members of the Public**

The Council shall have power to provide such lectures and instruction for any persons, whether or not they are members of the University, as it thinks fit, and on such conditions as it thinks fit, and may award certificates to any of them.

Sections 22 to 53 – repealed

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## Regulations – Arts

- 75 The Degree of Bachelor of Arts – BA
- 81 The Degree of Bachelor of Arts (Honours) – BA(Hons)
- 85 The Degree of Master of Arts – MA
- 95 The Degree of Master of Creative Writing – MCW
- 96 The Degree of Master of Literature – MLitt
- 97 The Degree of Master of Public Policy – MPP
- 98 The Degree of Master of Teaching English to Speakers of Other Languages – MTESOL
- 99 Diploma in Languages – DipLang
- 100 Diploma in Professional Ethics – DipProfEthics
- 101 Graduate Diploma in Arts – GradDipArts
- 101 Postgraduate Diploma in Arts – PGDipArts
- 102 Postgraduate Diploma in Language Teaching – PGDipLT
- 103 Postgraduate Diploma in Social Science Research Methods – PGDipSocScResMeth
- 104 Postgraduate Diploma in Translation Studies – PGDipTranslationStud
- 105 Postgraduate Certificate in Advanced Interpreting – PGCertAdvInterp
- 106 Certificate in Arts – CertArts
- 106 Certificate in Languages – CertLang

## Regulations – Theology

- 107 The Degree of Bachelor of Theology – BTheol
- 109 The Degree of Bachelor of Theology (Honours) – BTheol(Hons)
- 110 The Degree of Master of Theology – MTheol
- 111 Graduate Diploma in Theology – GradDipTheol
- 112 Postgraduate Diploma in Theology – PGDipTheol

## Interfaculty Degrees and Diplomas – Arts

- 324 The Degree of Master of Professional Studies – MProfStuds

## REGULATIONS – ARTS

### The Degree of Bachelor of Arts – BA

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

#### Duration and Total Points Value

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

#### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
  - a at least 300 points from courses listed in the Bachelor of Arts Schedule, including
    - (i) at least 180 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) courses in a minimum of three subjects listed in the Bachelor of Arts Schedule
    - either
    - (iii) (a) a major of at least 135 points, of which at least 60 points must be above Stage II, from one of the subjects available for majors in the Bachelor of Arts Schedule
    - and
    - (b) a minor of at least 90 points, of which at least 60 points must be above Stage I, from one of the subjects available for minors in the Bachelor of Arts Schedule
    - or
    - (iv) a double major of 120 points in each of two subjects available for majors in the Bachelor of Arts Schedule, of which at least 45 points must be above Stage II in each subject.
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
- 3 Up to 30 points may be taken from courses available for other programmes offered at this University.

#### General Education Exemptions

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

#### Conjoint Degrees

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

#### Special Cases

- 6 For language courses, enrolment of students with prior knowledge of the language is at the discretion of the Head of the Department.
  - a Enrolment in any particular course(s) may be declined, and enrolment may be required instead in a course at a more advanced level.
  - b If a student who has been required to enrol in a more advanced course fails that course they may be credited with an appropriate less advanced course if they are certified by the examiners as having reached the standard of a pass for that course and have not previously been credited with that course.

- 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

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

## Commencement

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

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## Bachelor of Arts (BA) Schedule

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Subjects available for majors and minors:

### Ancient History

**Stage I courses:** ANCHIST 100–103

**Stage II courses:** ANCHIST 200–263, CLASSICS 270, 280

**Stage III courses:** ANCHIST 300–377, CLASSICS 370, 380

**Major must include:**

- at least 30 points from ANCHIST 100, 102, 103
- at least 45 points from the Stage III courses listed above and, for a single major, an additional 15 points must be taken from any Stage III course with an ANCHIST or CLASSICS course code

*Note: Students must complete 15 points in courses with a CLASSICS course code to major in Ancient History, and may include up to 30 points in any courses with a GREEK or LATIN course code*

**Minor must include:**

- at least 30 points from ANCHIST 100, 102, 103

### Anthropology

**Stage I courses:** ANTHRO 100–106, MĀORI 130

**Stage II courses:** ANTHRO 200–253, MĀORI 230

**Stage III courses:** ANTHRO 300–366, MĀORI 330, 396, PACIFIC 303

**Major must include:**

- at least 30 points from ANTHRO 100–104
- at least 15 points from ANTHRO 200, 201, 202, 203

**Minor must include:**

- at least 15 points from ANTHRO 100–104

### Art History

**Stage I courses:** ARTHIST 106–109, 112, 115, PACIFIC 102

**Stage II courses:** ARTHIST 201–248, ANCHIST 251, CLASSICS 270, 280, MĀORI 240, 241

**Stage III courses:** ARTHIST 302–348

### Asian Studies

**Stage I courses:** ASIAN 100, 101, 140, CHINESE 130, HISTORY 103, JAPANESE 150, KOREAN 120

**Stage II courses:** ASIAN 200, 203

- History and Politics: ASIAN 206, HISTORY 213, 222, 242, 248, POLITICS 226, 254

- Literature and Cultural Studies: ASIAN 201, 202, 204, 207, 208, COMPLIT 206, FTVMS 205, 216, JAPANESE 240, 242, 243, 270, KOREAN 230, PHIL 214, 224

**Stage III courses:**

- ASIAN 303
- History and Politics: ASIAN 302, ECON 343, GEOG 322, HISTORY 313, 322, 342, 348, INTBUS 306, POLITICS 318, 354
- Literature and Cultural Studies: ASIAN 301, 302, 305–308, ANTHRO 327, 329, 333, CHINESE 325, COMPLIT 302, FTVMS 302, 308, JAPANESE 341, 343, 370, 381, 385, PHIL 334, 344

**Major must include:**

- ASIAN 100, 303
- at least 60 points from either History and Politics or Literature and Cultural Studies courses listed above

**Minor must include:**

- ASIAN 100, 200

### Chinese

**Stage I courses:** CHINESE 100–130, ASIAN 100

**Stage II courses:** CHINESE 200–278, ASIAN 207, 208, HISTORY 213, 222, PHIL 214, POLITICS 254

**Stage III courses:** CHINESE 300–378, ASIAN 307, 308, HISTORY 313, 322, PHIL 334, POLITICS 354

**Major must include:**

- CHINESE 130, ASIAN 100
- CHINESE 301

**Minor must include:**

- CHINESE 130, 201

### Classical Studies

**Stage I courses:** CLASSICS 110–150, ANCHIST 102, 103

**Stage II courses:** CLASSICS 210–285, ANCHIST 202, 222, 251, 254, 255, 256, 258, 259, 260, PHIL 204

**Stage III courses:** CLASSICS 310–385, ANCHIST 302, 314, 322, 324, 351, 354, 355, 356, 358, 359, 360

**Major must include:**

- at least 75 points in courses with a CLASSICS course code including at least 30 points at Stage III in courses with a CLASSICS course code

*Note: Students must complete 15 points in courses with an ANCHIST course code to major in Classical Studies, and may include up to 30 points in any courses with a GREEK or LATIN course code*

**Minor must include:**

- at least 60 points in courses with a CLASSICS course code

### Criminology

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

**Stage II courses:** CRIM 201, 202, HISTORY 227, PHIL 217, POLITICS 238, SOCIOLOGICAL 201, 215, 216, 225

**Stage III courses:** CRIM 301–303, HISTORY 327, MĀORI 335, PHIL 337, POLITICS 320, SOCIOLOGICAL 308, 326, 337, LAWPUBL 423

**Major must include:**

- CRIM 201 or 202, SOCIOLOGICAL 216, CRIM 301, 302, SOCIOLOGICAL 337

**Minor must include:**

- CRIM 201 or 202, 301 or 302

### Drama

**Stage I courses:** CLASSICS 110, DANCE 101, ENGLISH 109, MĀORI 190, MUS 140, PACIFIC 110

**Stage II courses:** DRAMA 203, 204, 205, CLASSICS 220, COMPLIT 204, ENGLISH 213, 265, EUROPEAN 207, JAPANESE 242, MĀORI 292, MUS 240, 241, PACIFIC 210

**Stage III courses:** DRAMA 301–303, 305, CLASSICS 320, COMPLIT 300, ENGLISH 310, 332, 353, EUROPEAN 307, MĀORI 393, PACIFIC 310

**Major must include:**

- DRAMA 204, 301

**Minor must include:**

- DRAMA 204

## Economics

**Stage I courses:** ECON 101, 111, MATHS 108, 150, 153

**Stage II courses:** ECON 201–271

**Stage III courses:** ECON 301–381

**Major must include:**

- ECON 101, 111, 201, 211

**Minor must include:**

- ECON 101, 111

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

## Education

**Stage I courses:** EDUC 113–117, 121, 122

**Stage II courses:** EDUC 200–225, 283

**Stage III courses:** EDUC 302–319, 341–384, MATHS 302

**Major must include:**

- at least 30 points at Stage I in Education
- at least 30 points at Stage II in Education

**Minor must include:**

- at least 30 points at Stage I in Education

## Employment Relations and Organisation Studies

**Stage II courses:** MGMT 211, 223, 231, ANTHRO 203, 242, 244, 247, SCIGEN 201, SOCIOL 200, 208, 210, 212

**Stage III courses:** MGMT 300, 304, 309, 314, 320, ANTHRO 321, 331, 355, 356, PSYCH 322, SOCIOL 311, 318, 335, 336

**Major must include:**

- MGMT 211, 223
- 30 points from MGMT 300, 304, 309, 314, 320, and 30 points (in a single major) or 15 points (in a double major) from ANTHRO 321, 331, 355, 346, PSYCH 322, SOCIOL 311, 318, 335, 336

**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 3 and not as part of the Employment Relations and Organisation Studies major or minor*

## English

**Stage I courses:** ENGLISH 100–121, LINGUIST 103

**Stage II courses:** ENGLISH 200–268, LINGUIST 203

**Stage III courses:** ENGLISH 302–367, LINGUIST 321

**Major must include:**

- at least 30 points from ENGLISH 200, 203, 210, 213, 219, 264, 265, 302, 308, 310, 314, 320, 336, 340, 341, 353, 359
- no more than 30 points from courses in Linguistics

**Minor must include:**

- at least 15 points from ENGLISH 200, 203, 210, 213, 219, 264, 265, 302, 308, 310, 314, 320, 336, 340, 341, 353, 359
- no more than 15 points from courses in Linguistics

## English Language Acquisition and Linguistics

*Note: This major requires courses ACADENG 210 or 211 and ACADENG 201 (or ESOL 210 or 211 and ESOL 201). It is therefore available only to students who speak English as an additional language, who must attain a sufficient competence in English to gain admission to these courses.*

**Stage I courses:** LINGUIST 100, 101, 103

**Stage II courses:** ACADENG 201, 210, 211, 212, LANGTCHG 207, LINGUIST 201, 203, 206

**Stage III courses:** LANGTCHG 300, LINGUIST 305, 313, 321, 323

**Major must include:**

- 45 points: LINGUIST 101, 206 or 302, ACADENG 201 or ESOL 201
- 15 points from LINGUIST 100, 103
- 15 points from ACADENG 210, 211, ESOL 210, 211

## English Language Acquisition and Literature in English

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

## Ethics

*The BA in Ethics was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## European Studies

**Stage I courses:** ANCHIST 102, 103, ARTHIST 106, 107, 109, CLASSICS 110, 120, 130, EUROPEAN 100, FRENCH 102, 162, GERMAN 102, 130, HISTORY 102, 106, 125, ITALIAN 107, LATINAM 101, MUS 140, PHIL 152, POLITICS 109, RUSSIAN 100, 101, SPANISH 103, 105

**Stage II courses:** ARTHIST 201–203, 210, 211, 212, 215, 224, 225, 236, CLASSICS 210, 220, 230, 240, 250, 260, 270, 280, EUROPEAN 200, 203, 204, 206–209, 211, 277, 278, FRENCH 203, 204, 230, 231, 239, 269, 277, 278, GERMAN 200, 201, 230, 277, 278, HISTORY 206, 207, 214, 217, 219, 224, 243, 245, 265, ITALIAN 200, 201, 203, 210, 212, 232, 277, 278, MUS 240, 241, PHIL 209, 215, 221, POLITICS 209, 220, 244, RUSSIAN 200, 201, 277, 278, SPANISH 200, 201, 202, 277, 278

**Stage III courses:** ANCHIST 314, 324, ANTHRO 364, ARTHIST 302, 303, 310, 311, 312, 315, 321, 324, 325, 336, EUROPEAN 300, 302–305, 307, 308, 310, 377, 378, FRENCH 304, 305, 306, 313, 339, 349, 377, 378, GERMAN 301, 302, 377, 378, HISTORY 306, 307, 314, 317, 319, 324, 345, 356, 365, ITALIAN 300, 309, 377, 378, PHIL 329, 335, 340, 341, POLITICS 344, RUSSIAN 390, SPANISH 301, 302, 313, 314, 317, 318, 319, 321, 323, 324, 326, 327, 345, 377, 378

**Major must include:**

- EUROPEAN 100. Students who have taken EUROPEAN 100 for another major in the School of European Languages and Literatures must substitute another course from the schedule for European Studies
- at least 15 points from EUROPEAN 200–278
- at least 15 points from EUROPEAN 300–378
- at least 15 points from the above schedule at Stage II or above in each of two areas: 1) Ancient History, Anthropology, History, Political Studies; 2) Art History, Classical Studies, French, German, Italian, Music, Philosophy, Russian, Spanish

**Minor must include:**

- EUROPEAN 100. Students who have taken EUROPEAN 100 for a major in the School of European Languages and Literatures must substitute another course from the schedule for European Studies
- at least 15 points from EUROPEAN 200–278 or EUROPEAN 300–378
- at least 15 points from the above schedule at Stage II or above in each of two areas: 1) Ancient History, Anthropology, History, Political Studies; 2) Art History, Classical Studies, French, German, Italian, Music, Philosophy, Russian, Spanish

## Film, Television and Media Studies

**Stage I courses:** FTVMS 100, 101, 110, ANTHRO 106, ENGLISH 109, GERMAN 130, POLITICS 113

**Stage II courses:** FTVMS 201–227, ARTHIST 204, ASIAN 207, EUROPEAN 200, FRENCH 239, GERMAN 230, HISTORY 264, ITALIAN 212, 232, LATINAM 201, MĀORI 271, POLITICS 228, 231, 233, SOCIOL 211

**Stage III courses:** FTVMS 300–329, ANTHRO 320, ARTHIST 334, ASIAN 307, ENGLISH 321, EUROPEAN 300, FRENCH 339, 349, HISTORY 364, MĀORI 370, POLITICS 328, SOCIOL 318

**Major must include:**

- FTVMS 100 and 101
- at least 30 points from FTVMS 201–214, 216–227
- at least 30 points from FTVMS 300, 302, 306–309, 312–329

**Minor must include:**

- FTVMS 100 and 101
- at least 30 points from FTVMS 201–214, 216–227



## French

**Stage I courses:** FRENCH 101–162, EUROPEAN 100

**Stage II courses:** FRENCH 203–279

**Stage III courses:** FRENCH 304–379, ENGLISH 340

**Major must include:**

- EUROPEAN 100
- 30 points from FRENCH 304, 305, 377, 378
- 15 points from FRENCH 314, 320, 322, 329, 331, 339, 341, 349, 379

*Note: FRENCH 101, 151, 161, 230 may not be included in the major*

**Minor must include:**

- 15 points from FRENCH 204, 304

*Subject to CUAP Approval*

## Geography

**Stage I courses:** GEOG 101–105

**Stage II courses:** GEOG 201–263

**Stage III courses:** GEOG 302–362

**Major must include:**

- at least 45 points from GEOG 101, 102, 201, 202, either 261 or 262
- GEOG 250
- at least 15 points from GEOG 315, 330

**Minor must include:**

- at least 45 points from GEOG 101, 102, 201, 202, either 261 or 262

## German

**Stage I courses:** GERMAN 101–130, EUROPEAN 100

**Stage II courses:** GERMAN 200–291

**Stage III courses:** GERMAN 301–393

**Major must include:**

- EUROPEAN 100, GERMAN 200, 201, 301
- 15 points from GERMAN 130, 230

*Note: GERMAN 101 may not be included in the major*

**Minor must include:**

- GERMAN 200, 201
- 15 points from GERMAN 130, 230

## Greek

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

**Stage II courses:** GREEK 200–204

**Stage III courses:** GREEK 300–310

**Major must include:**

- GREEK 300

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

## History

**Stage I courses:** HISTORY 102–125, ASIAN 100

**Stage II courses:** HISTORY 206–270, ANTHRO 204, ARTHIST 225, POLITICS 229

**Stage III courses:** HISTORY 300–370, ANTHRO 304, 358, ARTHIST 325, MĀORI 396

## Italian

**Stage I courses:** ITALIAN 106, 107, EUROPEAN 100

**Stage II courses:** ITALIAN 200–278

**Stage III courses:** ITALIAN 300–378

**Major must include:**

- EUROPEAN 100, ITALIAN 107, 200, 201, 300
- 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236
- 30 points from ITALIAN 302, 303, 309, 331, 333, 335, 336, 337, 338, 339, 355, 356

*Note: ITALIAN 106, 203, 210, 212 and 232 may not be included in major*

**Minor must include:**

- ITALIAN 107

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

## Japanese

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

**Stage II courses:** JAPANESE 222–278, HISTORY 242

**Stage III courses:** JAPANESE 307–393, HISTORY 342

**Major must include:**

- ASIAN 100 and JAPANESE 150
- at least 15 points from JAPANESE 222, 240–270, HISTORY 242
- JAPANESE 332 and at least 15 points from JAPANESE 307–324, 341, 343, 370–393, HISTORY 342

**Minor must include:**

- JAPANESE 150, 232 and at least 15 points from JAPANESE 222, 240–270, 307–324, 341, 343, 370–393, HISTORY 242

## Korean

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

**Stage II courses:** KOREAN 200–278, ASIAN 204, 206, 208

**Stage III courses:** KOREAN 300–378, ASIAN 302, 305, 308

**Major must include:**

- ASIAN 100, KOREAN 120, 301

**Minor must include:**

- KOREAN 201 or 250

## Latin

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

**Stage II courses:** LATIN 200–205

**Stage III courses:** LATIN 300–310

**Major must include:**

- LATIN 300

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

## Latin American Studies

*The BA major in Latin American Studies was suspended in 2008. Students who have a current enrolment in the BA major in Latin American Studies should contact their Faculty for advice regarding completion.*

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

**Stage II courses:** LATINAM 200, 201, 216, SOCIOL 210, SPANISH 205

**Stage III courses:** LATINAM 301, 302, 306, 320, 325, 350, POLITICS 327, SPANISH 305, 311–314, ECON 342

**Major must include:**

- SPANISH 103
- at least 15 points from LATINAM 201, 216, 306, 320, 325
- no more than 4 courses in any one subject area, except by permission of the Programme Coordinator

**Minor must include:**

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

## Linguistics

**Stage I courses:** LINGUIST 100–103

**Stage II courses:** LINGUIST 200–206, ENGLISH 203

**Stage III courses:** LINGUIST 300–323

**Major must include:**

- 15 points from LINGUIST 100, 103
- LINGUIST 200, 201, 300 or 313

**Minor must include:**

- 15 points from LINGUIST 100, 103

## Linguistics and English Language Teaching

*The BA in Linguistics and English Language Teaching was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*



## Logic and Computation

**Stage I courses:** COMPSCI 101, 105, LINGUIST 100, 103, MATHS 150, PHIL 101, 105

**Stage II courses:** COMPSCI 220, 225, LINGUIST 200, LOGICOMP 201, MATHS 250, 253, 255, PHIL 222, 216, 266

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

**Major must include:**

- COMPSCI 101, 225, PHIL 101, 222

**Minor must include:**

- COMPSCI 101, 225, PHIL 101, 222

## Māori Studies

**Stage I courses:** MĀORI 101–191, COOKIS 101, POLITICS 107

**Stage II courses:** MĀORI 201–293, ANTHRO 207, ARTHIST 238, COOKIS 201, FTVMS 210, HISTORY 227, 260, POLITICS 229

**Stage III courses:** MĀORI 301–397, ANTHRO 311, ARTHIST 338, COOKIS 301, FTVMS 325, HISTORY 360, LINGUIST 306, MGMT 303, PACIFIC 303

**Major must include:**

- at least 45 points from MĀORI 101, 103, 104, 201, 203, 204, 301, 302, 311

## Mathematics

**Stage I courses:** MATHS 101–190

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

**Stage III courses:** MATHS 302–389, STATS 310, 325, 370, ENGSCI 391, PHIL 305

**Major must include:**

- 30 points from MATHS 253, 255, 260
- at least 45 points from MATHS 315, 320, 326, 328, 332, 333, 340, 353, 361, 362, 363

**Minor must include:**

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

## Music

**Stage I courses:** MUS 100–119, 140–160, 176, 177, 186, 188, ANTHRO 103, 106

**Stage II courses:** MUS 201, 202, 240–261, 286, ANTHRO 202, 216, 217, 234

**Stage III courses:** MUS 340–361, 388, 389, ANTHRO 301, 327, 329, 357

**Major must include:**

- MUS 101

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

## Pacific Studies

**Stage I courses:** COOKIS 101, PACIFIC 100, 102, 105, 110, SAMOAN 101, TONGAN 101, ANTHRO 104, HISTORY 104, LINGUIST 102

**Stage II courses:** COOKIS 201, 204, PACIFIC 201, 203–206, 210, 211, SAMOAN 201, 203, TONGAN 201, 203, ANTHRO 204, 234, ARTHIST 217, EDUC 207, HISTORY 230, 251, WOMEN 202

**Stage III courses:** COOKIS 301, 303, PACIFIC 300–303, 306, 310, 311, SAMOAN 301, 303, TONGAN 301, 303, ANTHRO 304, 306, 316, 358, ARTHIST 317, EDUC 309, ENGLISH 358, GEOG 312, HISTORY 330, 351, LINGUIST 306

**Major must include:**

- PACIFIC 100
- PACIFIC 201
- 15 points from a Pacific language acquisition course

**Minor must include:**

- PACIFIC 100
- PACIFIC 201
- 15 points from a Pacific language acquisition course

## Philosophy

**Stage I courses:** PHIL 100–152

**Stage II courses:** PHIL 200–267, CLASSICS 240, 250, 260, POLITICS 245

**Stage III courses:** PHIL 302–364, LOGICOMP 301, POLITICS 320

## Political Studies

**Stage I courses:** POLITICS 106–113

**Stage II courses:** POLITICS 209–257, FTVMS 207, 213, HISTORY 227, PHIL 205

**Stage III courses:** POLITICS 313–357, FTVMS 312, 324, MĀORI 330, 335, PACIFIC 303, PHIL 310

## Psychology

**Stage I courses:** PSYCH 108, 109

**Stage II courses:** PSYCH 201–208

**Stage III courses:** PSYCH 303–364, SPORTSCI 304

*Note: Students must pass a Stage I Statistics course to major in Psychology*

## Social Science for Public Health

**Stage I courses:** POPLHLTH 101, 102, ANTHRO 100, 102, 104, ASIAN 140, GEOG 102, 104, HISTORY 102, 107, MĀORI 130, PHIL 102, 103, POLITICS 107, 121, PSYCH 108, SOCIOL 100, 101, 103, WOMEN 100

**Stage II courses:** SOCSCIPH 200, ANTHRO 215, 222, 241, GEOG 202, HISTORY 210, PHIL 227, POLITICS 222, 229, POPLHLTH 203, 204, 207, SOCIOL 201, 220

**Stage III courses:** SOCSCIPH 300, ANTHRO 314, 316, 324, GEOG 305, HISTORY 316, 367, MĀORI 335, PHIL 317, POLITICS 337, SOCIOL 310, 317, 333

**Major must include:**

- SOCSCIPH 200, 300
- at least 15 points from POPLHLTH 101, 102, 203, 204, 207
- 30 points from ANTHRO 324, GEOG 305, HISTORY 367, PHIL 317, SOCIOL 333

**Minor must include:**

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

## Sociology

**Stage I courses:** SOCIOL 100–106

**Stage II courses:** SOCIOL 200–230, WOMEN 200

**Stage III courses:** SOCIOL 300–340, PACIFIC 303

## Spanish

**Stage I courses:** SPANISH 103–105, EUROPEAN 100

**Stage II courses:** SPANISH 200–278, LATINAM 201, 216

**Stage III courses:** SPANISH 301–378, LATINAM 301, 306, 320, 325

**Major must include:**

- EUROPEAN 100, SPANISH 105
- SPANISH 200 or 277, 201 or 278, and at least 15 points from SPANISH 202, LATINAM 201, 216
- SPANISH 300 or 319 or 377 and at least 15 points from SPANISH 301–313, 315–318, 323–327, 345, 350, LATINAM 301, 306, 320, 325

*Note: SPANISH 104 and 221 may not be included in major*

**Minor must include:**

- SPANISH 105

*Note: Students who demonstrate pre-existing language competence that enables them to pursue intermediate or advanced language study must substitute SPANISH 103 for SPANISH 105 in the major or minor*

## Statistics

**Stage I courses:** STATS 101–150, MATHS 108, 150, 162, COMPSCI 101

**Stage II courses:** STATS 201–255, MATHS 208, 250, 269

**Stage III courses:** STATS 301–390, ENGSCI 391

**Major must include:**

- STATS 125 or 210 or 225

**Minor must include:**

- at least 60 points in courses with a STATS course code

*Subject to CUAP Approval*

## Teaching English to Speakers of Other Languages

**Stage I courses:** LANGTCHG 101, LINGUIST 101, EDUC 117

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

**Stage III courses:** LANGTCHG 300–302, 304–306, 310–312

**Major must include:**

- LANGTCHG 101, 202, 207, 301, 302, EDUC 117

**Minor must include:**

- LANGTCHG 101, 202, 207, 301

## Women's Studies

**Stage I courses:** WOMEN 100, ENGLISH 107, HISTORY 102

**Stage II courses:** WOMEN 202–207, ANTHRO 211, 241, ENGLISH 205, HISTORY 206, ITALIAN 202, 203, POLITICS 213, SOCIOL 214, 222, 226

**Stage III courses:** WOMEN 306–310, ANTHRO 337, 354, 357, 358, ASIAN 306, EDUC 305, FRENCH 329, HISTORY 306, POLITICS 353, PSYCH 319, SOCIOL 324

**Major must include:**

- WOMEN 100
- at least 15 points from ENGLISH 107, HISTORY 102
- WOMEN 310

**Minor must include:**

- WOMEN 100
- at least 15 points from ENGLISH 107, HISTORY 102

## Writing Studies

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

**Stage II courses:** ENGLISH 203, 230, 252, 257, 258, 263, ENGWRIT 200, FTVMS 204, LINGUIST 203, 206

**Stage III courses:**

- A: Cultural Literacy: ENGLISH 323, 350, 354, 363–367, LINGUIST 321
- B: Creative Writing: ENGLISH 323, 343, 344, 347, FTVMS 303

**Major must include:**

- 15 points from ENGLISH 121, ENGWRIT 101
- 15 points from ENGLISH 252, 257, 258
- at least 15 points from Group A: Cultural Literacy
- at least 15 points from ENGLISH 252 or Group B: Creative Writing

**Minor must include:**

- 15 points from ENGLISH 121, ENGWRIT 101
- 15 points from ENGLISH 252, 257, 258

Subjects available for minors but not for majors:

## Comparative Literature

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

## Cook Islands Maori

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

**Stage I courses:** COOKIS 101, PACIFIC 105, 110

**Stage II courses:** COOKIS 201, 204, PACIFIC 203, 210, MĀORI 201, SAMOAN 201, TONGAN 201

**Stage III courses:** COOKIS 301, 303, PACIFIC 302, 310

**Minor must include:**

- PACIFIC 105, COOKIS 301

## Dance

**Stage I courses:** DANCE 101, 107, 112

**Stage II courses:** DANCE 201, 210, 212, 231

**Stage III courses:** DANCE 302, 310, 331

**Minor must include:**

- DANCE 101, 107, 212

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

## Ethnomusicology

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

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

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

**Minor must include:**

- ANTHRO 103, 202

## Medieval and Early Modern European Studies

**Schedule A Language Acquisition Courses:**

**Stage I courses:** FRENCH 101, 102, GERMAN 101, 102, GREEK 100, 101, ITALIAN 106, 107, LATIN 100, 101, RUSSIAN 100, 101, SPANISH 104, 105

**Stage II courses:** FRENCH 203, 204, 277, 278, GERMAN 200, 201, 277, 278, GREEK 200, ITALIAN 200, 201, 277, 278, LATIN 200, RUSSIAN 200, 201, 277, 278, SPANISH 200, 201, 277, 278

**Stage III courses:** FRENCH 304, 305, 377, 378, GERMAN 301, 302, 377, 378, 390, GREEK 300, 310, ITALIAN 300, 377, 378, LATIN 300, 310, RUSSIAN 300, 301, 377, 378, SPANISH 319, 321, 377, 378

**Schedule B Courses:**

**Stage I courses:** ARTHIST 107, ENGLISH 100, MUS 140

**Stage II courses:** ARTHIST 203, 215, 224, 225, 236, ENGLISH 200, 210, 213, 264, 265, HISTORY 214, 219, 243, 254, 268, ITALIAN 209, 210, MUS 240, 241, PHIL 204, 267, SPANISH 202

**Stage III courses:** ARTHIST 303, 315, 325, 336, ENGLISH 302, 310, 314, 340, 341, 359, FRENCH 306, HISTORY 314, 319, 354, 356, 368, ITALIAN 302, 303, 309, PHIL 302, 309, SPANISH 301, 302, 324

**Minor must include:**

- 30 points from Schedule A courses
- at least 15 points from ARTHIST 203, 224, HISTORY 214, 219, 243
- 45 further points from Schedule B courses

## Music Education

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

## Samoan

*The minor in Samoan was withdrawn in 2012. Students who have a current enrolment in this minor should contact their faculty student centre for advice regarding completion.*

## Tongan

*The minor in Tongan was withdrawn in 2012. Students who have a current enrolment in this minor should contact their faculty student centre for advice regarding completion.*

Courses from the following subjects are also available for the BA, although no major or minor can be taken in these subjects:

<b>Academic English Studies</b> <b>Stage I courses:</b> ACADENG 100–103 <b>Stage II courses:</b> ACADENG 201, 202, 210, 211, 212 <i>Note: Available only to students who speak English as an additional language</i>	<b>Hebrew</b> <b>Stage I course:</b> BSTHEO 135
<b>Arts General</b> <b>Stage III course:</b> ARTSGEN 300	<b>Language Teaching and Learning</b> <i>This subject was withdrawn in 2012.</i>
<b>Biological Sciences</b> <b>Stage I course:</b> BIOSCI 100	<b>Physics</b> <b>Stage I courses:</b> PHYSICS 102, 107
<b>Comparative Literature</b> <b>Stage I course:</b> COMPLIT 100 <b>Stage II courses:</b> COMPLIT 200–206 <b>Stage III courses:</b> COMPLIT 300, 302, 303	<b>Russian</b> <b>Stage I courses:</b> RUSSIAN 100, 101 <b>Stage II courses:</b> RUSSIAN 200, 201, 277, 278 <b>Stage III course:</b> RUSSIAN 390
<b>Computer Science</b> <b>Stage I courses:</b> COMPSCI 101, 105, 111	<b>Samoan</b> <b>Stage I course:</b> SAMOAN 101 <b>Stage II course:</b> SAMOAN 201 <b>Stage III course:</b> SAMOAN 301
<b>English Writing</b> <b>Stage I course:</b> ENGWRIT 101 <b>Stage II course:</b> ENGWRIT 200	<b>Tongan</b> <b>Stage I course:</b> TONGAN 101 <b>Stage II course:</b> TONGAN 201 <b>Stage III course:</b> TONGAN 301

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

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Arts from The University of Auckland 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 or higher in 45 points above Stage II in that subject
  - and
  - c passed the specified prerequisite courses as listed in the Bachelor of Arts (Honours) Schedule for the intended subject.
- 2 A student who has not completed all the requirements for the Degree of Bachelor of Arts but who has:
  - a passed courses with a total value of at least 345 points for that degree
  - and
  - b achieved a Grade Point Average of 5 or higher in 45 points above Stage II in the subject intended for the Bachelor of Arts (Honours)
  - and
  - c passed the specified prerequisite courses as listed in the Bachelor of Arts (Honours) Schedule for the intended subject
 may, with the approval of the relevant Head of Department, enrol for this degree. The remaining courses for the Bachelor of Arts degree must be passed within the first semester of enrolment for the Bachelor of Arts (Honours). The Bachelor of Arts (Honours) degree will not be awarded until the requirements for the Bachelor of Arts have been completed.

### Duration and Total Points Value

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

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

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:
- a at least 120 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule
  - or
  - b (i) at least 90 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule
  - and
  - (ii) up to 30 points may be taken from other subjects listed in the Bachelor of Arts (Honours) Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required.
- 6 The programme for each student requires the approval of the relevant Head of Department and the Dean of Faculty of Arts.

### Dissertation

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

### Variations

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

### Honours

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

### Withdrawal

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

### Commencement

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

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

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Subjects available for this degree are:

#### Ancient History

**Prerequisite:** A major in Ancient History or Classical Studies, or a major in Greek or Latin plus 90 points in Ancient History or Classical Studies. Students must have passed at least one of ANCHIST 310, 340, GREEK 101, LATIN 101.

**Requirement:**

- 90 points from ANCHIST 701–781
- at least 30 points from ANCHIST 754–759, 773, 774, 790

#### Anthropology

**Prerequisite:** A major in Anthropology or Anthropological Science

**Requirement:**

- 30 points from ANTHRO 700, 714, 718, 726, 727, 733, 753
- a further 60 points from ANTHRO 700–758, MĀORI 731
- 30 points from ANTHRO 780 Dissertation or 782 Research Project

#### Art History

**Prerequisite:** A major in Art History

**Requirement:**

- 90 points from ARTHIST 703–737, 793, MUSEUMS 703
- 30 points: ARTHIST 790 Dissertation or ARTHIST 794 Research Project

#### Asian Studies

**Prerequisite:** A major in Chinese, Japanese or Korean, and at least 45 points at Stage II or above in Asian Studies or a major in Asian Studies with relevant language skills as approved by the Head of School

**Requirement:**

- 45 points: ASIAN 700, 701
- 45 points from ASIAN 702–759, CHINESE 707–738, JAPANESE 704–751, KOREAN 700–705, COMPLIT 703, 705, HISTORY 720, 727, 737, POLITICS 751
- 30 points from ASIAN 758, 780



## Chinese

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

**Requirement:**

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

## Comparative Literature

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

**Requirement:**

At least 120 points including:

- 30 points: COMPLIT 709
- 30 points from COMPLIT 701–704, 706, 707, 708, 710
- 30 points from 700 level literature courses or research essays in the subject of the student's BA major and/or minor or second major
- 30 points: COMPLIT 780 Dissertation

## Criminology

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

**Requirement:**

- 60 points: CRIM 700, 701
- 60 points from CRIM 702, 703, SOCIOL 703, 713, 740, 742, 747

## Development Studies

**Prerequisite:** A major in one of the subjects available for the BA(Hons) in Development Studies or approval of the Director of Development Studies

**Requirement:**

- 45 points: DEVELOP 701, 709, 710
- 30 points: DEVELOP 780 Dissertation
- 45 points from DEVELOP 702–708, 711–715, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 705, 710, 766, ENVMGT 744, 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 763, SOCIOL 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703

## Drama

**Prerequisite:** A Bachelors degree containing advanced level courses in Drama or Theatre

**Requirement:**

120 points, including:

- at least 75 points from DRAMA 701, 708, 710–713, 716, 718, 719, 721, 722, 724, 725, 726, ENGLISH 703, 706, 711, 759, 774
- at least 30 points from DRAMA 709, 720, 723, 730, 790, ENGLISH 781

## Economics

**Prerequisite:** A major in Economics including a pass in each of ECON 201, 211, 221, 381 and either ECON 321 or 322, or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: ECON 788 Dissertation
- 30 points: ECON 701 and 711
- 15 points from ECON 721 or 723
- 45 points from ECON 702–784

## Education

**Prerequisite:** A major in Education

**Requirement:**

- 90 points from EDUC 702–787, 791
- 30 points: EDUC 790 Dissertation

## Employment Relations and Organisation Studies

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

**Requirement:**

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

## English

**Prerequisite:** A major in English

**Requirement:**

- 30 points from ENGLISH 780, 781
- 90 points from ENGLISH 703–711, 720–779, 782, 784, DRAMA 708

## European Studies

**Prerequisite:** A major in European Studies, or in a modern European language (other than English), or in a related discipline, as approved by the Head of the School of European Languages and Literatures

**Requirement:**

- 30 points: EUROPEAN 703
- 60 points in at least two subjects from: ANCHIST 734, 752, 753, ANTHRO 740, 742, 755, ARTHIST 703, 718, EUROPEAN 701, 702, 704–707, HISTORY 706, 715, 736, INTBUS 728, MEDEMS 700, MUSEUMS 750, PHIL 757, 758, 759, POLITICS 763, SOCIOL 729
- 30 points: EUROPEAN 782 Dissertation

## Film, Television and Media Studies

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

**Requirement:**

- 30 points: FTVMS 781
- 90 points from FTVMS 701–741, POLITICS 732

## French

**Prerequisite:** A major in French

**Requirement:**

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

## Geography

**Prerequisite:** A major in Geography

**Requirement:**

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

## German

**Prerequisite:** A major in German

**Requirement:**

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

## Greek

**Prerequisite:** A major in Greek

**Requirement:**

- 30 points: GREEK 710, 714
- 60 further points from GREEK 702–718, 727
- at least 30 points from GREEK 706, 720, 790

## History

**Prerequisite:** A major in History

**Requirement:**

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

## Italian

**Prerequisite:** A major in Italian

**Requirement:**

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

## Japanese

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

**Requirement:**

- 90 points from JAPANESE 704–751, ASIAN 700, 701, 720–759
- 30 points from JAPANESE 780, 782

## Korean

*It is not possible to take a BA(Hons) in Korean only. However, KOREAN 700, 701, 705 may be taken, with the permission of the relevant Heads of Department, as part of a BA(Hons) in another subject.*

## Languages and Literature

**Prerequisite:** A major in one of the subjects listed below, and at least 90 points in another of these including a Stage III language acquisition course (or equivalent language competence)

**Requirement:**

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

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

## Latin

**Prerequisite:** A major in Latin together with GREEK 100 and 101

**Requirement:**

- 30 points: LATIN 710, 714
- 60 further points from LATIN 702–718, 727
- at least 30 points from LATIN 706, 720, 790

## Linguistics

**Prerequisite:** A major in Linguistics

**Requirement:**

- 45 points: LINGUIST 707, 709
- 15 points from LINGUIST 720, 721, 730
- a further 60 points from LINGUIST 700–743

## Logic and Computation

**Prerequisite:** A major in Logic and Computation

**Requirement:**

- 15 points from COMPSCI 720, 750, 760, 767
- 15 points from PHIL 736–738
- a further 60 points from COMPSCI 720, 750, 760, 767, LINGUIST 721, 724, LOGICOMP 701–705, MATHS 713, 715, PHIL 736–738
- 30 points: LOGICOMP 782 Dissertation

## Māori Studies

**Prerequisite:** A major in Māori Studies

**Requirement:**

*either*

- 75 points from MĀORI 700–750, ARTHIST 730, 736, FTVMS 728, MUSEUMS 703
- 45 points: MĀORI 785 Dissertation

*or*

- 90 points from MĀORI 700–750, ARTHIST 730, 736, FTVMS 728, MUSEUMS 703
- 30 points: MĀORI 790 Dissertation

## Mathematics

**Prerequisite:** A BA major in Mathematics including either (a) MATHS 332 and either MATHS 320 or 328, or (b) MATHS 340, 361 and 363

**Requirement:**

*either*

- 30 points: MATHS 776
- 90 points from 700 level Mathematics courses

*or*

- 30 points: MATHS 776
- at least 45 points from 700 level Mathematics courses
- up to 45 points, subject to approval by the Head of Department, from 700 level courses in a related subject

## Medieval and Early Modern European Studies

**Prerequisite:** A major in one of Art History, Christian Thought and History, English, European Studies, French, German, History, Italian, Music, Philosophy, Political Studies, Russian, Spanish

**Requirement:**

- 15 points: MEDEMS 700
- 75 points from courses in at least two subjects from the following: ANCHIST 734, ARTHIST 722, 727, ENGLISH 703, 706, 711, 746–749, 759, 760, 773, 779, FRENCH 701, 706, HISTORY 736, ITALIAN 710, 711, 720, PHIL 752, 753, SPANISH 703, 730, 734
- 30 points: MEDEMS 780 Dissertation

## Museums and Cultural Heritage

**Prerequisite:** A major in one of Anthropology, Art History, History, Māori Studies, Museums and Cultural Heritage or Sociology or, in exceptional cases, such other subject as approved by the Coordinator of the Programme in Museums and Cultural Heritage

**Requirement:**

- at least 30 points from MUSEUMS 703, ARTHIST 721
- up to 60 points from ANTHRO 704, 708, 742, 756, ARTHIST 703, 706, 718, 719, 730, 731, 732, 734, 736, HISTORY 703, 705, MĀORI 741, MUSEUMS 701, 702, 750, 751, 760, 761, SOCIOL 722, 732
- 30 points: MUSEUMS 780

## Music

**Prerequisite:** A major in Music

**Requirement:**

- 30 points from ANTHRO 727, 733, MUS 701, 740, 741, 742
- 90 points from ANTHRO 727, 728, 733, 734, 753, 780, MUS 740–761, 790

## Pacific Studies

**Prerequisite:**

*either*

a) a major in Pacific Studies and a minor in one of: Anthropology, Art History, Comparative Literature, Cook Islands Maori, Education, English, History, Linguistics, Māori Studies, Samoan, Sociology, Tongan, Women's Studies

*or*

b) a major in one of the subjects listed above and a minor in Pacific Studies Competency in a Pacific language equivalent to passes in COOKIS 201, SAMOAN 201, TONGAN 201, or equivalent will be required. The requirement may be satisfied while the student is enrolled for this programme.

**Requirement:**

- 30 points: PACIFIC 700
- 60 points from PACIFIC 701–709, ARTHIST 730, 732, EDUC 710, 712, ENGLISH 720, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711
- 30 points from PACIFIC 781, 785



## Philosophy

**Prerequisite:** A major in Philosophy

**Requirement:**

- 90 points from PHIL 720–766, 768–773
- 30 points: PHIL 782 Dissertation

## Political Studies

**Prerequisite:** A major in Political Studies

**Requirement:**

- 30 points from POLITICS 737, 758, 769, 780
- a further 90 points from POLITICS 703–775, POLICY 701

## Psychology

**Prerequisite:** A major in Psychology including PSYCH 306

**Requirement:**

- 45 points: PSYCH 788 Dissertation
- 75 points from PSYCH 700–762

## Russian

*It is not possible to take a BA(Hons) in Russian only. However, RUSSIAN 710 and 732 may be taken, with the permission of the relevant Heads of Department, as part of a BA(Hons) in another subject.*

## Screen Production

**Prerequisite:** A major in Film, Television and Media Studies or a related subject, or approval of the Head of Department

**Requirement:**

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

## Sociology

**Prerequisite:** A major in Sociology

**Requirement:**

- 90 points from SOCIOL 700–748
- 30 points from SOCIOL 701, 718, 739, 790

## Spanish

**Prerequisite:** A major in Spanish including at least two advanced literature courses, one of which must be at Stage III

**Requirement:**

- 30 points: SPANISH 700
- 60 points from SPANISH 703–725, 729–778
- 30 points: SPANISH 782 Dissertation or SPANISH 728 Research Essays

## Statistics

**Prerequisite:** A major in Statistics including STATS 210 or 225, and at least 90 points above Stage II

**Requirement:**

- 30 points: STATS 781 Project
- 90 points from STATS 701–787, BIOINF 704

## Translation Studies

*It is not possible to take a BA(Hons) in Translation Studies only. However, TRANSLAT 702 and 703 may be taken, with the permission of the relevant Head of Department, as part of a BA(Hons) in a language subject.*

## Women's Studies

*The BA(Hons) in Women's Studies was suspended in 2008. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

**Prerequisite:** A major in Women's Studies

**Requirement:**

*either*

- at least 45 points from WOMEN 700–706
- up to 75 points from COMPLIT 705, DEVELOP 702, ENGLISH 730, 739, 748, 759, FTVMS 711, HISTORY 736, SOCIOL 728, 735

*or*

- at least 30 points from WOMEN 700–706
- up to 45 points from COMPLIT 705, DEVELOP 702, ENGLISH 730, 739, 748, 759, FTVMS 711, HISTORY 736, SOCIOL 728, 735
- 45 points: WOMEN 785 Dissertation

# The Degree of Master of Arts – MA

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

## Admission

- 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 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 or higher over the programme
  - or*
  - (ii) completed the requirements for the Postgraduate Diploma in Arts from The University of Auckland in the intended subject with a Grade Point Average of 5 or higher over the programme
  - 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 over the programme.
- 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 or higher in at least 45 points above Stage II in that subject may, with the approval of the relevant Head of Department, 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.
- 3 Admission to this degree requires approval from the relevant Head of Department and is at the discretion of Senate or its representative.

### **Duration and Total Points Value**

- 4 A student admitted to this degree under Regulation 1a 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.
- 5 A student admitted to this degree under Regulation 1b must:
- a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
*and*
  - c not exceed 160 points for the total enrolment for this degree.

### **Structure and Content**

- 6 a A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of 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 Head of each Department, 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 Head of Department.
- e A student who has to complete 120 points may include up to 30 points, with the approval of each of the Head of Departments, from courses in other Master of Arts subjects or other 700 level courses offered at this University.

### **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 Head of Department or Departmental 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

- 10 This degree may be awarded with Honours in accordance with the General Regulations – Master Degrees.

## Commencement

- 11 These regulations came into force on 1 January 2012. The 2006 regulations for the Degree of Master of Arts were thereby repealed.

### Master of Arts (MA) Schedule

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

#### Ancient History

**Prerequisite:** A BA(Hons) or PGDipArts in Ancient History

**Requirement:**

**Research Masters**

- 120 points: ANCHIST 796 Thesis or ANCHIST 797 Research Portfolio

or

- 30 points from ANCHIST 701–781
- 90 points: ANCHIST 793 Thesis

**Taught Masters**

- 75 points from ANCHIST 701–781
- 45 points: ANCHIST 792 Dissertation

#### Anthropology

**Requirement:**

**Research Masters**

**Prerequisite:** A BA(Hons) or PGDipArts in Anthropology

- 120 points: ANTHRO 796 Thesis or ANTHRO 797 Research Portfolio

**Taught Masters**

**Prerequisite:** A BA(Hons) in Anthropology

- 75 points from ANTHRO 700–758
- 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:** A BA(Hons) or PGDipArts in Linguistics, or in Language Teaching, or a language, or other relevant subject, or a PGDipLT, or equivalent

**Requirement:**

**Research Masters**

- 120 points: LANGTCHG 796 Thesis or LINGUIST 796 Thesis

**Taught Masters**

- 15 points from LANGTCHG 751, LINGUIST 724, 728
- 15 points from LANGTCHG 722, 723, 747, 748
- 15 points from LANGTCHG 710, 716, 742, 754, 755
- 15 points from LANGTCHG 717, 744
- 15 points from LANGTCHG 710, 716, 717, 722, 723, 742, 744, 747, 751, LINGUIST 724, 728

and either

- 45 points: LANGTCHG 732, LANGTCHG 790 Dissertation

or

- 45 points: LINGUIST 792 Dissertation

#### Art History

**Prerequisite:** A BA(Hons) or PGDipArts in Art History

**Requirement:**

**Research Masters**

- 120 points: ARTHIST 796 Thesis or ARTHIST 795 Research Portfolio

#### Taught Masters

- 75 points from ARTHIST 703–737, 793, 794, MUSEUMS 703
- 45 points: ARTHIST 792 Dissertation

or

- 120 points from ARTHIST 703–737, 793, MUSEUMS 703

#### Asian Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Asian Studies or approval of the Head of School

**Requirement:**

**Research Masters**

- 120 points: ASIAN 796 Thesis or ASIAN 797 Research Portfolio

or

- 30 points from ASIAN 700–758, CHINESE 707–730, 732–738, JAPANESE 704–745, 747–751, KOREAN 700–705
- 90 points: ASIAN 793 Thesis

#### Chinese

**Prerequisite:** A BA(Hons) or PGDipArts in Chinese or approval of the Head of School

**Requirement:**

**Research Masters**

- 120 points: CHINESE 796 Thesis or CHINESE 797 Research Portfolio

or

- 30 points from CHINESE 707–730, 732–738, ASIAN 700, 701, 720–759
- 90 points: CHINESE 793 Thesis

**Taught Masters**

- 75 points from CHINESE 707–730, 732–738, ASIAN 700, 701, 720–759
- 45 points: CHINESE 792 Dissertation

#### Comparative Literature

**Prerequisite:** A BA(Hons) or PGDipArts in Comparative Literature or equivalent

**Requirement:**

**Research Masters**

- 120 points: COMPLIT 797 Research Portfolio

or

- 30 points from literature courses in the subjects of the student's major and minor or second major
- 90 points: COMPLIT 793 Thesis

**Taught Masters**

- 30 points from literature courses in one of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish
- 30 points from literature courses in another of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish
- 15 points from courses in Comparative Literature, European Studies or from literature courses in one of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies, or Spanish
- 45 points: COMPLIT 792 Dissertation

## Criminology

**Prerequisite:** A BA(Hons) or PGDipArts in Criminology

**Requirement:**

**Research Masters**

- 120 points: CRIM 796 Thesis or CRIM 797 Research Portfolio

## Development Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Development Studies or in one of Anthropology, Asian Studies, Economics, Education, Geography, History, Māori Studies, Pacific Studies, Political Studies, Sociology, or approval of the Director of Development Studies

**Requirement:**

**Research Masters**

- 120 points: DEVELOP 796 Thesis

or

- 30 points: DEVELOP 709, 710
- 90 points: DEVELOP 794 Thesis

**Taught Masters**

- 45 points: DEVELOP 701, 709, 710
- 30 points from DEVELOP 702–708, 711–715, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 705, 710, 766, ENVMGT 744, 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 763, SOCIOL 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703
- 45 points: DEVELOP 792 Dissertation or DEVELOP 793 Portfolio in Research

## Drama

**Prerequisite:** A BA(Hons) or PGDipArts in Drama or Drama Studies or approval of the Coordinator of Drama

**Requirement:**

*Note: Students who have not completed DRAMA 701 or equivalent are required to take this course*

**Research Masters**

- 120 points: DRAMA 796 Thesis or DRAMA 797 Research Portfolio

or

- 90 points: DRAMA 793 Thesis
- 30 points from DRAMA 701–770, ENGLISH 703, 706, 711, 759, 774

**Taught Masters**

either

- 45 points: DRAMA 709
  - 75 points from DRAMA 701–790, ENGLISH 703, 706, 711, 759, 774
- or
- 60 points: DRAMA 717, 770
  - 60 points from DRAMA 701–790, ENGLISH 703, 706, 711, 759, 774

## Economics

**Prerequisite:** A BA(Hons) or PGDipArts in Economics including ECON 701, 711, and either 721 or 723

**Requirement:**

**Research Masters**

- 90 points: ECON 794 Thesis
- 30 points from ECON 701–783

**Taught Masters**

- 30 points: ECON 790 Dissertation
- 90 points from ECON 701–783

## Education

**Prerequisite:** A BA(Hons) or PGDipArts in Education

**Requirement:**

**Research Masters**

- 120 points: EDUC 796 Thesis or EDUC 797 Research Portfolio

## Employment Relations and Organisation Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Employment Relations and Organisation Studies, including BUSINESS 710 and either 704 or 705 or equivalent

**Requirement:**

**Research Masters**

- 120 points: MGMT 796 Thesis

## English

**Prerequisite:** A BA(Hons) or PGDipArts in English

**Requirement:**

**Research Masters**

- 120 points: ENGLISH 796 Thesis or ENGLISH 797 Research Portfolio
- or
- 30 points from ENGLISH 703–779, 782–784, DRAMA 708
  - 90 points: ENGLISH 793 Thesis

**Taught Masters**

- 75 points from ENGLISH 703–779, 782–784, DRAMA 708
- 45 points: ENGLISH 792 Dissertation

## European Studies

**Prerequisite:** A BA(Hons) or PGDipArts in European Studies or related discipline, and reading competence in the language/s required to undertake research using texts in the original language/s, as approved by the Head of School of European Languages and Literatures

**Requirement:**

**Research Masters**

- 120 points: EUROPEAN 796 Thesis or EUROPEAN 797 Research Portfolio

or

- 90 points: EUROPEAN 794 Thesis
- 30 points from courses approved by the Head of the School of European Languages and Literatures and the Postgraduate Adviser of any contributing Departments

## Film, Television and Media Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Film, Television and Media Studies

**Requirement:**

**Research Masters**

- 120 points: FTVMS 796 Thesis or FTVMS 797 Research Portfolio

**Taught Masters**

- 60 points from FTVMS 701–741, POLITICS 732
- 60 points: FTVMS 793 Dissertation

## French

**Prerequisite:** A BA(Hons) or PGDipArts in French

**Requirement:**

**Research Masters**

- 120 points: FRENCH 796 Thesis or FRENCH 797 Research Portfolio

or

- 90 points: FRENCH 793 Thesis
- 30 points from FRENCH 700–778, EUROPEAN 700

**Taught Masters**

- 75 points from FRENCH 700–778, EUROPEAN 700
- 45 points: FRENCH 792 Dissertation

## Geography

**Prerequisite:** A BA(Hons) or PGDipArts in Geography

**Requirement:**

**Research Masters**

- 120 points: GEOG 796 Thesis

## German

**Prerequisite:** A BA(Hons) or PGDipArts in German

**Requirement:**

**Research Masters**

- 120 points: GERMAN 796 Thesis or GERMAN 797 Research Portfolio

or

- 30 points from GERMAN 702–778
- 90 points: GERMAN 793 Thesis

**Taught Masters**

- 75 points from GERMAN 702–778
- 45 points: GERMAN 792 Dissertation

**Greek**

**Prerequisite:** A BA(Hons) or PGDipArts in Greek

**Requirement:****Research Masters**

- 120 points: GREEK 796 Thesis or GREEK 797 Research Portfolio
- or
- 30 points from GREEK 702–727
- 90 points: GREEK 794 Thesis

**Taught Masters**

- 15 points from GREEK 710, 711
- 15 points from GREEK 714, 715
- 45 further points from GREEK 702–727
- 45 points: GREEK 792 Dissertation

**History**

**Prerequisite:** A BA(Hons) or PGDipArts in History

**Requirement:****Research Masters**

- 120 points: HISTORY 796 Thesis or HISTORY 797 Research Portfolio

**Italian**

**Prerequisite:** A BA(Hons) or PGDipArts in Italian

**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:** A BA(Hons) or PGDipArts in Japanese or approval of the Head of School

**Requirement:****Research Masters**

- 120 points: JAPANESE 796 Thesis or JAPANESE 797 Research Portfolio
- or
- 30 points from JAPANESE 704–745, 747–751, ASIAN 700, 701, 720–759
- 90 points: JAPANESE 793 Thesis

**Taught Masters**

- 75 points from JAPANESE 704–745, 747–751, ASIAN 700, 701, 720–759
- 45 points: JAPANESE 792 Dissertation

**Korean**

It is not possible to take an MA in Korean. However, courses KOREAN 700, 701, 705 may be taken, with the permission of the relevant Head of Department, as part of an MA in another subject.

**Language Teaching and Learning**

*This subject was withdrawn in 2012.*

**Languages and Literature**

**Prerequisite:** A BA(Hons) or PGDipArts in Languages and Literature, or a BA(Hons) or PGDipArts in one of the subjects available and at 90 points in another of these subjects, including a language competence course at Stage III (or equivalent language competence)

**Requirement:****Research Masters**

- 120 points: LANGLIT 796 Thesis or LANGLIT 797 Research Portfolio
- or
- 90 points: Thesis in one of the subjects available
- 30 points from 700 level courses in another of the subjects available

**Taught Masters**

- at least 60 points from 700 level courses in one of the subjects available
- at least 30 points from 700 level courses in another of the subjects available or Comparative Literature
- at least 30 points from appropriate 700 level language competence courses, in a language other than the student's first language for this degree if those points have not been taken in that language for the BA(Hons) or PGDipArts

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

**Latin**

**Prerequisite:** A BA(Hons) or PGDipArts in Latin

**Requirement:****Research Masters**

- 120 points: LATIN 796 Thesis or LATIN 797 Research Portfolio
- or
- 30 points from LATIN 702–727
- 90 points: LATIN 794 Thesis

**Taught Masters**

- 15 points from LATIN 710, 711
- 15 points from LATIN 714, 715
- 45 further points from LATIN 702–727
- 45 points: LATIN 792 Dissertation

**Linguistics**

**Prerequisite:** A BA(Hons) or PGDipArts in Linguistics

**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:** A BA(Hons) or PGDipArts in Logic and Computation

**Requirement:****Research Masters**

- 120 points: LOGICOMP 796 Thesis

**Māori Studies**

**Prerequisite:** A BA(Hons) or PGDipArts in Māori Studies

**Requirement:****Research Masters**

- 120 points: MĀORI 796 Thesis or MĀORI 797 Research Portfolio

**Mathematics**

**Prerequisite:** A BA(Hons) or PGDipArts in Mathematics

**Requirement:****Research Masters**

- 120 points: MATHS 796 Thesis
- or
- 90 points: MATHS 798 Research Portfolio
- 30 points from MATHS 701–775, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Head of Department



## Medieval and Early Modern European Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Medieval and Early Modern European Studies, or equivalent

**Requirement:**

**Research Masters**

- 120 points: MEDEMS 796 Thesis or MEDEMS 797 Research Portfolio

## Museums and Cultural Heritage

**Prerequisite:** A BA(Hons) or PGDipArts in Museums and Cultural Heritage or, in exceptional cases, such other subject as approved by the Coordinator of the Programme, or equivalent

**Requirement:**

**Research Masters**

- 120 points: MUSEUMS 796 Thesis or MUSEUMS 797 Research Portfolio

## Music

**Prerequisite:** A BA(Hons) or PGDipArts in Music, or equivalent

**Requirement:**

**Research Masters**

- 120 points: MUS 796 Thesis or MUS 797 Research Portfolio

## Pacific Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Pacific Studies or approval of the Head of the Centre for Pacific Studies

**Requirement:**

**Research Masters**

- 120 points: PACIFIC 796 Thesis or PACIFIC 797 Research Portfolio

**Taught Masters**

- 75 points from PACIFIC 701–709, ARTHIST 730, 732, EDUC 707, 710, 712, 719, ENGLISH 720, 736, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711
- 45 points: PACIFIC 792 Dissertation

## Philosophy

**Prerequisite:** A BA(Hons) or PGDipArts in Philosophy

**Requirement:**

**Research Masters**

- 120 points: PHIL 796 Thesis or PHIL 797 Research Portfolio

**Taught Masters**

- 75 points from PHIL 720–766, 768, 769, 774–777
- 45 points: PHIL 792 Dissertation

## Political Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Political Studies

**Requirement:**

**Research Masters**

- 120 points: POLITICS 796 Thesis

or

- 30 points from POLITICS 703–775, POLICY 701
- 90 points: POLITICS 794 Thesis

## Psychology

**Prerequisite:** A BA(Hons) or PGDipArts in Psychology and PSYCH 306

**Requirement:**

**Research Masters**

- 120 points: PSYCH 796 Thesis

## Russian

It is not possible to take an MA in Russian. However, RUSSIAN 710 and 732 may be taken, with the permission of the relevant Heads of Department, as part of an MA in another subject.

## Screen Production

**Prerequisite:** A BA(Hons) or PGDipArts in Screen Production or equivalent qualification and submission of a project proposal approved by the Head of Department as suitable for this MA

**Requirement:**

**Research Masters**

- 120 points: SCREEN 797

## Sociology

**Prerequisite:** A BA(Hons) or PGDipArts in Sociology

**Requirement:**

**Research Masters**

- 120 points: SOCIOL 796 Thesis or SOCIOL 797 Research Portfolio

**Taught Masters**

- 60 points from SOCIOL 700–790
  - 60 points: SOCIOL 794 Dissertation
- or
- 75 points from SOCIOL 700–790
  - 45 points: SOCIOL 792 Dissertation

## Spanish

**Prerequisite:** A BA(Hons) or PGDipArts in Spanish

**Requirement:**

**Research Masters**

- 120 points: SPANISH 796 Thesis or SPANISH 797 Research Portfolio

or

- 30 points from SPANISH 703–778, EUROPEAN 700
- 90 points: SPANISH 793 Thesis

**Taught Masters**

- 75 points from SPANISH 703–778, EUROPEAN 700
- 45 points: SPANISH 792 Dissertation

## Statistics

**Prerequisite:** A BA(Hons) or PGDipArts in Statistics and STATS 210 or 225

**Requirement:**

**Research Masters**

- 90 points: STATS 798 Thesis
- 30 points from STATS 701–787, BIOINF 704

**Taught Masters**

- 90 points from STATS 701–787, BIOINF 704
- 30 points: STATS 790 Dissertation

## Translation Studies

It is not possible to take an MA in Translation Studies. However, courses TRANSLAT 702, 703 may be taken, with the permission of the relevant Head of Department and the Director of Translation Studies, as part of an MA in a language subject.

## Women's Studies

**Prerequisite:** A BA(Hons) or PGDipArts in Women's Studies or approval of the Professor of Women's Studies

**Requirement:**

**Research Masters**

- 120 points: WOMEN 796 Thesis or WOMEN 797 Research Portfolio



A student who has to complete 240 points must satisfy the requirement for one of the following subjects

## Ancient History

**Prerequisite:** A BA major in Ancient History or Classical Studies, or a major in Greek or Latin plus 90 points in Ancient History or Classical Studies. Students must have passed at least one of ANCHIST 310, 340, GREEK 101, LATIN 101

**Requirement:**

**Research Masters**

- 120 points from ANCHIST 701–790
- 120 points: ANCHIST 796 Thesis or ANCHIST 797 Research Portfolio *or*
- 150 points from ANCHIST 701–790
- 90 points: ANCHIST 793 Thesis

**Taught Masters**

- 195 points from ANCHIST 701–790
- 45 points: ANCHIST 792 Dissertation

## Anthropology

**Prerequisite:** A major in Anthropology or Anthropological Science

**Research Masters**

- 120 points from ANTHRO 700–782, MĀORI 731, including 30 points from ANTHRO 700, 718, 726, 727, 733, 734, 757
- 120 points: ANTHRO 796 Thesis or ANTHRO 797 Research Portfolio

**Taught Masters**

- 195 points from ANTHRO 700–782
- 45 points: ANTHRO 792 Dissertation

## Art History

**Prerequisite:** A BA in Art History

**Requirement:**

**Research Masters**

- 120 points from ARTHIST 703–794, MUSEUMS 703
- 120 points: ARTHIST 796 Thesis or ARTHIST 795 Research Portfolio

**Taught Masters**

- 195 points from ARTHIST 703–794, MUSEUMS 703
- 45 points: ARTHIST 792 Dissertation

## Asian Studies

**Prerequisite:** A major in Chinese, Japanese or Korean, and at least 45 points at Stage II or above in Asian Studies or a major in Asian Studies with relevant language skills as approved by the Head of School

**Requirement:**

**Research Masters**

- 45 points: ASIAN 700, 701
- 75 points from ASIAN 702–780, CHINESE 707–738, JAPANESE 704–751, KOREAN 700–705, COMPLIT 703, 705, HISTORY 720, 737, POLITICS 751
- 120 points: ASIAN 796 Thesis or ASIAN 797 Research Portfolio *or*
- 45 points: ASIAN 700, 701
- 105 points from ASIAN 702–780, CHINESE 707–730, 732–738, JAPANESE 704–745, 747–751, KOREAN 700–705
- 90 points: ASIAN 793 Thesis

## Chinese

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

**Requirement:**

**Research Masters**

- 120 points from CHINESE 707–782, ASIAN 700, 701, 720–759
- 120 points: CHINESE 796 Thesis or CHINESE 797 Research Portfolio *or*
- 150 points from CHINESE 707–782, ASIAN 700, 701, 720–759
- 90 points: CHINESE 793 Thesis

**Taught Masters**

- 195 points from CHINESE 707–782, ASIAN 700, 701, 720–759
- 45 points: CHINESE 792 Dissertation

## Comparative Literature

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

**Requirement:**

**Research Masters**

- 30 points: COMPLIT 709
- at least 30 points from COMPLIT 701–704, 706, 707, 708, 710
- at least 30 points from 700 level literature courses or research essays in the subject of the student's BA major
- at least 15 points from 700 level literature courses or research essays in the subject of the student's BA minor or second major *and either*

- 120 points: COMPLIT 797 Research Portfolio

*or*

- 90 points: COMPLIT 793 Thesis

*and*

30 further points from literature courses in the subjects of the student's major, minor or second major

**Taught Masters**

- 30 points: COMPLIT 709
- 30 points from COMPLIT 701–704, 706, 707, 708, 710
- 60 points from 700 level literature courses or research essays in the subject of the student's BA major
- 30 points from 700 level literature courses or research essays in the subject of the student's BA minor or second major
- 30 points from courses in Comparative Literature, European Studies, or from literature courses in one of Chinese, English, French, German, Greek, Italian, Japanese, Korean, Latin, Māori Studies or Spanish
- 60 points: COMPLIT 790 Dissertation

## Criminology

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

**Requirement:**

**Research Masters**

- 60 points: CRIM 700, 701
- 60 points from CRIM 702, 703, SOCIOL 703, 713, 740, 742, 747
- 120 points: CRIM 796 Thesis or CRIM 797 Research Portfolio

## Development Studies

**Prerequisite:** A major in one of the subjects available for the BA(Hons) in Development Studies or approval of the Director of Development Studies

**Requirement:**

**Research Masters**

- 45 points: DEVELOP 701, 709, 710
- 75 points from DEVELOP 702–708, 711–715, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 705, 710, 766, ENVMGT 744, 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 763, SOCIOL 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703
- 120 points: DEVELOP 796 Thesis

*or*

- 45 points: DEVELOP 701, 709, 710
- 105 points from DEVELOP 702–708, 711–715, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 795, 710, 766, ENVMGT 744, 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 763, SOCIOL 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703
- 90 points: DEVELOP 794 Thesis

**Taught Masters**

- 45 points: DEVELOP 701, 709, 710
- 150 points from DEVELOP 702–708, 711–715, ANTHRO 753, 754, CHINESE 727, ECON 771, 772, EDUC 705, 710, 766, ENVMGT 744,

- 746, GEOG 714, 715, HISTORY 701, INTBUS 701, 706, MĀORI 732, 743, MGMT 735, PACIFIC 700, POLITICS 724, 729, 743, 750, 751, 754, 763, SOCIOL 700, 712, 713, 718, 732, 735, SOCSCRES 701, 702, 703
- 45 points: DEVELOP 792 Dissertation or DEVELOP 793 Portfolio in Research

## Drama

**Prerequisite:** A Bachelors degree containing advanced level courses in Drama or Theatre

**Requirement:**

**Research Masters**

- 30 points: DRAMA 701
- 90 points from DRAMA 701, 708–713, 716, 718–721, 722, 723, 724, 725, 726, 730, ENGLISH 703, 706, 711, 759, 774
- 120 points: DRAMA 796 Thesis or DRAMA 797 Research Portfolio

or

- 30 points: DRAMA 701
- 120 points from DRAMA 708–770, ENGLISH 703, 706, 711, 759, 774
- 90 points: DRAMA 793 Thesis

**Taught Masters**

either

- 30 points: DRAMA 701
- 210 points from DRAMA 708–790, ENGLISH 703, 706, 711, 759, 774

or

- 30 points: DRAMA 701
- 45 points: DRAMA 709
- 165 points from DRAMA 708–790, ENGLISH 703, 706, 711, 759, 774

or

- 30 points: DRAMA 701
- 60 points: DRAMA 717, 770
- 150 points from DRAMA 708–790, ENGLISH 703, 706, 711, 759, 774

## Economics

**Prerequisite:** A major in Economics including a pass in each of ECON 201, 211, 221, 381 and either ECON 321 or 322, or equivalent courses as approved by the Head of Department

**Requirement:**

**Research Masters**

- 30 points: ECON 701, 711
- 15 points from ECON 721 or 723
- 105 points from ECON 702–784
- 90 points: ECON 794 Thesis

**Taught Masters**

- 30 points: ECON 701, 711
- 15 points from ECON 721 or 723
- 135 points from ECON 702–784
- 60 points: ECON 788 Honours Dissertation, ECON 790 Dissertation

## Education

**Prerequisite:** A major in Education

**Requirement:**

**Research Masters**

- 120 points from EDUC 702–791
- 120 points: EDUC 796 Thesis or EDUC 797 Research Portfolio

## Employment Relations and Organisation Studies

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

**Requirement:**

**Research Masters**

- 15 points: BUSINESS 710
- 105 points from MGMT 711–744, BUSINESS 704, 705
- 120 points: MGMT 796 Thesis

## English

**Prerequisite:** A major in English

**Requirement:**

**Research Masters**

- 120 points from ENGLISH 703–784, DRAMA 708
  - 120 points: ENGLISH 796 Thesis or ENGLISH 797 Research Portfolio
- or
- 150 points from ENGLISH 703–784, DRAMA 708
  - 90 points: ENGLISH 793 Thesis

**Taught Masters**

- 195 points from ENGLISH 703–784, DRAMA 708
- 45 points: ENGLISH 792 Dissertation

## European Studies

**Prerequisite:** A major in European Studies, or in a modern European language (other than English), or in a related discipline, as approved by the Head of the School of European Languages and Literatures. Reading competence in the language/s will be required to undertake research using texts in the original language/s, as approved by the Head of School of European Languages and Literatures

**Requirement:**

**Research Masters**

- 30 points: EUROPEAN 703
- 90 points in at least two subjects from: ANCHIST 734, 752, 753, ANTHRO 740, 742, 755, ARTHIST 703, 718, EUROPEAN 701, 702, 704–707, 782, HISTORY 706, 715, 736, INTBUS 728, MEDEMS 700, MUSEUMS 750, PHIL 757, 758, 759, POLITICS 763, SOCIOL 729

and either

- 120 points: EUROPEAN 796 Thesis or EUROPEAN 797 Research Portfolio

or

- 90 points: EUROPEAN 794 Thesis
- 30 points from courses approved by the Head of the School of European Languages and Literatures and the Postgraduate Adviser of any contributing Departments

## Film, Television and Media Studies

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

**Requirement:**

**Research Masters**

- 30 points: FTVMS 781
- 90 points from FTVMS 701–741, POLITICS 732
- 120 points: FTVMS 796 Thesis or FTVMS 797 Research Portfolio

**Taught Masters**

- 30 points: FTVMS 781
- 150 points from FTVMS 701–741, POLITICS 732
- 60 points: FTVMS 793 Dissertation

## French

**Prerequisite:** A major in French

**Requirement:**

**Research Masters**

- 120 points from FRENCH 700–790, EUROPEAN 700
  - 120 points: FRENCH 796 Thesis or FRENCH 797 Research Portfolio
- or
- 150 points from FRENCH 700–790, EUROPEAN 700
  - 90 points: FRENCH 793 Thesis

**Taught Masters**

- 195 points from FRENCH 700–790, EUROPEAN 700
- 45 points: FRENCH 792 Dissertation

## Geography

**Prerequisite:** A major in Geography

**Requirement:**

**Research Masters**

- 15 points: ENVSCI 701

- 105 points from GEOG 711–779, ENVMGT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
- 120 points: GEOG 796 Thesis

## German

**Prerequisite:** A major in German

**Requirement:**

**Research Masters**

- 30 points: GERMAN 701
  - 90 points from GERMAN 702–780, EUROPEAN 700
  - 120 points: GERMAN 796 Thesis or GERMAN 797 Research Portfolio
- or

- 30 points: GERMAN 701
- 120 points from GERMAN 702–780
- 90 points: GERMAN 793 Thesis

**Taught Masters**

- 30 points: GERMAN 701
- 165 points from GERMAN 702–780
- 45 points: GERMAN 792 Dissertation

## Greek

**Prerequisite:** A major in Greek

**Requirement:**

**Research Masters**

- 15 points from GREEK 710, 711
  - 15 points from GREEK 714, 715
  - 90 further points from GREEK 702–790
  - 120 points: GREEK 796 Thesis or GREEK 797 Research Portfolio
- or

- 15 points from GREEK 710, 711
- 15 points from GREEK 714, 715
- 120 further points from GREEK 702–790
- 90 points: GREEK 794 Thesis

**Taught Masters**

- 15 points from GREEK 710, 711
- 15 points from GREEK 714, 715
- 165 points from GREEK 702–727
- 45 points: GREEK 792 Dissertation

## History

**Prerequisite:** A major in History

**Requirement:**

**Research Masters**

- 30 points: HISTORY 737
- 90 points from HISTORY 701–780
- 120 points: HISTORY 796 Thesis or HISTORY 797 Research Portfolio

## Italian

**Prerequisite:** A major in Italian

**Requirement:**

**Research Masters**

- 30 points: ITALIAN 700
  - 90 points from ITALIAN 702–782, COMPLIT 705, EUROPEAN 700
  - 120 points: ITALIAN 796 Thesis or ITALIAN 797 Research Portfolio
- or
- 30 points: ITALIAN 700
  - 120 points from ITALIAN 702–782, COMPLIT 705, EUROPEAN 700
  - 90 points: ITALIAN 793 Thesis

**Taught Masters**

- 30 points: ITALIAN 700
- 165 points from ITALIAN 702–782, COMPLIT 705, EUROPEAN 700
- 45 points: ITALIAN 792 Dissertation

## Japanese

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

**Requirement:**

**Research Masters**

- 120 points from JAPANESE 704–782, ASIAN 700, 701, 720–759

- 120 points: JAPANESE 796 Thesis or JAPANESE 797 Research Portfolio

or

- 150 points from JAPANESE 704–782, ASIAN 700, 701, 720–759
- 90 points: JAPANESE 793 Thesis

**Taught Masters**

- 45 points: JAPANESE 792 Dissertation
- 195 points from JAPANESE 704–782, ASIAN 700, 701, 720–759

## Korean

It is not possible to take an MA in Korean. However, courses KOREAN 700, 701, 705 may be taken, with the permission of the relevant Head of Department, as part of an MA in another subject.

## Language Teaching and Learning

*This subject was withdrawn in 2012.*

## Languages and Literature

**Prerequisite:** A major in one of the subjects listed below, and at least 90 points in another of these including a Stage III language acquisition course (or equivalent language competence)

**Requirement:**

**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

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

## Latin

**Prerequisite:** A major in Latin together with GREEK 100 and 101

**Requirement:**

**Research Masters**

- 15 points from LATIN 710, 711
  - 15 points from LATIN 714, 715
  - 90 further points from LATIN 702–790
  - 120 points: LATIN 796 Thesis or LATIN 797 Research Portfolio
- or
- 15 points from LATIN 710, 711
  - 15 points from LATIN 714, 715
  - 120 further points from LATIN 702–790
  - 90 points: LATIN 794 Thesis

**Taught Masters**

- 15 points from LATIN 710, 711
- 15 points from LATIN 714, 715
- 165 further points from LATIN 702–727
- 45 points: LATIN 792 Dissertation

## Linguistics

**Prerequisite:** A major in Linguistics

**Requirement:**

**Research Masters**

- 45 points: LINGUIST 707, 709
- 15 points from LINGUIST 720, 721, 730
- 60 further points from LINGUIST 700–743
- 120 points: LINGUIST 796 Thesis

*or*

- 45 points: LINGUIST 707, 709
- 15 points from LINGUIST 720, 721, 730
- 90 further points from LINGUIST 700–743
- 90 points: LINGUIST 793 Thesis

**Taught Masters**

- 45 points: LINGUIST 707, 709
- 15 points from LINGUIST 720, 721, 730
- 135 further points from LINGUIST 700–743
- 45 points: LINGUIST 792 Dissertation

## Logic and Computation

**Prerequisite:** A major in Logic and Computation

**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:** A major in Māori Studies

**Requirement:**

**Research Masters**

- 120 points from MĀORI 700–790, ARTHIST 730, 736, FTVMS 728, MUSEUMS 703
- 120 points: MĀORI 796 Thesis or MĀORI 797 Research Portfolio

## Mathematics

**Prerequisite:** A BA major in Mathematics including either (a) MATHS 332 and either MATHS 320 or 328, or (b) MATHS 340, 361 and either MATHS 362 or 363

**Requirement:**

**Research Masters**

- 120 points from MATHS 701–775, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Head of Department
- 120 points: MATHS 796 Thesis

*or*

- 90 points: MATHS 798 Research Portfolio
- 150 points from MATHS 701–775, 777, 781–789, 792–794 or approved 700 level courses in related subjects with the approval of the Head of Department

## Medieval and Early Modern European Studies

**Prerequisite:** A major in one of Art History, Christian Thought and History, English, European Studies, French, German, History, Italian, Music, Philosophy, Political Studies, Spanish

**Requirement:**

**Research Masters**

- 15 points: MEDEMS 700
- 105 points from courses in at least two subjects from the following: ANCHIST 734, ARTHIST 722, 727, ENGLISH 703, 706, 711, 746–749, 759, 760, 773, 779, FRENCH 701, 706, HISTORY 736, ITALIAN 710, 711, 720, PHIL 752, 753, SPANISH 703, 730, 734
- 120 points: MEDEMS 796 Thesis or MEDEMS 797 Research Portfolio

## Museums and Cultural Heritage

**Prerequisite:** A major in one of Anthropology, Art History, History, Māori Studies, Museums and Cultural Heritage or Sociology or, in exceptional cases, such other subject as approved by the Coordinator of the Programme in Museums and Cultural Heritage

**Requirement:**

**Research Masters**

- at least 30 points from MUSEUMS 703, ARTHIST 721
- up to 90 points from ANTHRO 704, 708, 742, 756, ARTHIST 703, 717, 718, 719, 730, 731, 732, 734, 736, HISTORY 703, 705, MĀORI 741, MUSEUMS 701–780, SOCIOL 722, 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, 734, 753, 780, MUS 740–761, 790
- 120 points: MUS 796 Thesis or MUS 797 Research Portfolio

## Pacific Studies

**Prerequisite:**

*either*

- a major in Pacific Studies and a minor in one of Anthropology, Art History, Comparative Literature, Education, English, History, Linguistics, Māori Studies, Samoan, Sociology, Tongan, Women's Studies

*or*

- a major in one of the subjects listed above and a minor in Pacific Studies Competency in a Pacific language equivalent to passes in COOKIS 201, SAMOAN 201, TONGAN 201, or equivalent will be required. The requirement may be satisfied while the student is enrolled for this programme.

**Requirement:**

**Research Masters**

- 30 points: PACIFIC 700
- 90 points from PACIFIC 701–781, ARTHIST 730, 732, EDUC 707, 710, 712, 719, ENGLISH 720, 736, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711
- 120 points: PACIFIC 796 Thesis or PACIFIC 797 Research Portfolio

**Taught Masters**

- 30 points: PACIFIC 700
- 165 points from PACIFIC 701–781, ARTHIST 730, 732, EDUC 707, 710, 712, 719, ENGLISH 720, 736, GEOG 715, HISTORY 701, 703, MĀORI 700, 710, 711
- 45 points: PACIFIC 792 Dissertation

## Philosophy

**Prerequisite:** A major in Philosophy

**Requirement:**

**Research Masters**

- 120 points from PHIL 720–766, 768, 769, 774–782
- 120 points: PHIL 796 Thesis or PHIL 797 Research Portfolio

**Taught Masters**

- 195 points from PHIL 720–766, 768, 769, 774–782
- 45 points: PHIL 792 Dissertation

## Political Studies

**Prerequisite:** A major in Political Studies

**Requirement:**

**Research Masters**

- 120 points from POLITICS 703–780, POLICY 701
- 120 points: POLITICS 796 Thesis

*or*

- 150 points from POLITICS 703–780, POLICY 701
- 90 points: POLITICS 794 Thesis



## Psychology

**Prerequisite:** A major in Psychology including PSYCH 306

**Requirement:**

**Research Masters**

- 120 points from PSYCH 707–762
- 120 points: PSYCH 796 Thesis

## Russian

It is not possible to take an MA in Russian. However, RUSSIAN 710 and 732 may be taken, with the permission of the relevant Heads of Department, as part of an MA in another subject.

## Screen Production

**Prerequisite:** A major in Film, Television and Media Studies or a related subject, or approval of Head of Department

**Requirement:**

**Research Masters**

- 60 points from SCREEN 701, 702, 705, 715
- 60 points from SCREEN 709–714, FTVMS 701
- 120 points: SCREEN 797

*Note: enrolment for SCREEN 797 requires acceptance by the Head of Department of a project proposal as suitable for this MA*

## Sociology

**Prerequisite:** A major in Sociology

**Requirement:**

**Research Masters**

- 120 points from SOCIOL 700–790
- 120 points: SOCIOL 796 Thesis or SOCIOL 797 Research Portfolio

**Taught Masters**

- 195 points from SOCIOL 700–790
  - 45 points: SOCIOL 792 Dissertation
- or
- 180 points from SOCIOL 700–790
  - 60 points: SOCIOL 794 Dissertation

## Spanish

**Prerequisite:** A major in Spanish including at least two advanced literature courses, one of which must be at Stage III

**Requirement:**

**Research Masters**

- 30 points: SPANISH 700
- 90 points from SPANISH 703–782, EUROPEAN 700
- 120 points: SPANISH 796 Thesis or SPANISH 797 Research Portfolio

or

- 30 points: SPANISH 700
- 120 points from SPANISH 703–782, EUROPEAN 700
- 90 points: SPANISH 793 Thesis

**Taught Masters**

- 30 points: SPANISH 700
- 165 points from SPANISH 703–782, EUROPEAN 700
- 45 points: SPANISH 792 Dissertation

## Statistics

**Prerequisite:** A major in Statistics including STATS 210 or 225, and at least 90 points above Stage II

**Requirement:**

**Research Masters**

- 90 points: STATS 798 Thesis
- 150 points from STATS 701–787, BIOINF 704

**Taught Masters**

- 210 points from STATS 701–787, BIOINF 704
- 30 points: STATS 790 Dissertation

## Translation Studies

It is not possible to take an MA in Translation Studies. However, courses TRANSLAT 702, 703 may be taken, with the permission of the relevant Head of Department and the Director of Translation Studies, as part of an MA in a language subject.

## Women's Studies

The 240 point MA is not available in Women's Studies. Students who have completed a BA(Hons) or equivalent qualification in an appropriate subject, with an average grade of at least B, may, with the approval of the Professor of Women's Studies, be accepted for enrolment in a 120 point research MA in Women's Studies.

# The Degree of Master of Creative Writing – MCW

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

## Admission

- 1 In order to be admitted to this programme, a student needs to have completed:
  - a (i) the requirements for a four-year Bachelors degree
  - or
  - (ii) the requirements for a Bachelors (Honours) degree
  - or
  - (iii) the requirements for a Bachelors degree
  - and
  - (a) a professional qualification equivalent to one year's advanced study
  - or
  - (b) at least three years of professional experience deemed relevant to this programme by Senate or its representative
- and
- b submitted a portfolio of creative writing which is judged by the Programme Coordinator to be of sufficient standard for entry into the programme.

## Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and

- b complete within 12 months of initial enrolment, unless Senate or its representative extend this period.

### Structure and Content

#### 3 Research Masters

A student enrolled for this degree must pass 120 points: CREWRIT 797 Creative Writing.

### Project

- 4
  - a The creative writing project is to be carried out under the guidance of a supervisor or supervisors appointed by Senate or its representative.
  - b The project topic must be approved by the Programme Coordinator prior to enrolment.
  - c The project is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 7 These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Master of Creative Writing were thereby repealed.

## The Degree of Master of Literature – MLitt

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
    - a completed the requirements for a Masters degree with First or Second Class Honours
    - or*
    - b in exceptional cases, completed the requirements for one of the other preliminary qualifications that would be required for enrolment for the Degree of Doctor of Philosophy
  - and*
  - c the approval of the relevant Head of Department.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass a thesis with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.

### Structure and Content

#### 3 Research Masters

A student enrolled for this degree must complete a 120 point thesis, based on original research in one of the subjects available in Arts or Theology.

### Thesis

- 4
  - a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis topic must be approved by the relevant Head of Department prior to enrolment.
  - c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.



**Reassignment of Thesis**

- 7 A thesis rejected for the Degree of Doctor of Philosophy may not be submitted for this degree.

**Commencement**

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Master of Literature were thereby repealed.

**The Degree of Master of Public Policy – MPP**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - a (i) completed the requirements for a Bachelor of Arts (Honours) with at least Second Class Honours, First Division  
and  
(ii) completed STATS 101 or an equivalent course
  - or
  - b attained an equivalent qualification approved by Senate or its representative.
- 2 Admission to this programme requires the approval of the Dean of Faculty of Arts.

**Duration and Total Points Value**

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

**Structure and Content**

- 5 A student enrolled for this degree must pass 120 points in courses listed in the Master of Public Policy Schedule.
- 6 Where a student has previously passed courses equivalent to any of the required courses, a 700 level course approved by the Coordinator for this degree may be substituted.
- 7
  - a Enrolment in any elective course is subject to the approval of the relevant Head of Department.
  - b The programme for each student requires the approval of the Coordinator for the Master of Public Policy and the Dean of Faculty of Arts.

**Distinction**

- 8 This degree may be awarded with honours as specified in the General Regulations – Masters Degrees.

**Variations**

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

**Commencement**

- 10 These regulations came into force on 1 January 2009.

**Master of Public Policy (MPP) Schedule**

<b>Requirement:</b> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 60 points: POLICY 701, 702, POLITICS 757, 769</li> <li>• 30 points: POLICY 790 Dissertation</li> <li>• 30 points from POLICY 737 and other 700 level courses in a relevant discipline approved by the Coordinator for this degree</li> </ul>	<b>Research Masters</b> <b>Prerequisite:</b> 30 points from POLICY 701, 702, 737, POLITICS 757, 769 <b>Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points from POLICY 701, 702, 737, POLITICS 757, 769</li> <li>• 90 points: POLICY 794 Thesis</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) (a) completed the requirements for the Degree of Bachelor of Arts (Honours) or equivalent in a relevant subject  
or  
(b) completed the requirements for the Degree of Bachelor of Arts or equivalent with a major in a relevant subject and a professional qualification in teaching equivalent to one year's advanced study  
and  
(c) at least two years' professional experience deemed relevant to this programme by Senate or its representative  
or  
(ii) (a) completed the requirements for the Degree of Bachelor of Arts or equivalent with a major in a relevant subject  
and  
(b) at least three years' professional experience deemed relevant to this programme by Senate or its representative  
and
  - b passed a course in the description of the English language such as is available in LANGTCHG 740  
and
  - c achieved the standard of IELTS (Academic) 6.5 or equivalent; students who have not completed two years of full-time study in an English medium institution will be required to provide an IELTS score or equivalent.

*Note: Admission to and completion of this programme does not meet New Zealand teacher registration requirements.*

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 4 **Taught Masters**  
A student enrolled for this degree must pass 120 points from courses listed in the Master of Teaching English to Speakers of Other Languages Schedule.
- 5 Permission to prepare and present a Dissertation must be given by the Head of Department.
- 6 The Head of Department may approve the inclusion of up to 45 points from equivalent 700 level courses offered at Victoria University of Wellington, or from other 700 level courses in Language Teaching and Learning offered at The University of Auckland.
- 7 The programme for each student requires the approval of the relevant Heads of Department and the Dean of Faculty of Arts.

### Dissertation

- 8 a A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b 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 Head of Department prior to enrolment.
- d The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 10 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 11 These regulations came into force on 1 January 2013. The 2006 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> <ul style="list-style-type: none"> <li>• 75 points: LANGTCHG 741–744, 749</li> <li>• 45 points from</li> </ul>	<i>either</i> LANGTCHG 715, 731, 745–748, 750–752, 754, 755 <i>or</i> LANGTCHG 745, LANGTCHG 753 Dissertation
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## Diploma in Languages – DipLang

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

### Admission

- 1 Admission to this diploma will be:
  - a concurrent with enrolment in a degree programme at this University
  - or*
  - b subsequent to completion of a degree programme at any university.
- 2 To be admitted to this programme, a student must:
  - a meet University Entrance requirements
  - and*
  - b have approval from the Dean of Faculty of Arts.

### Duration and Total Points Value

- 3 A student enrolled for this diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points from the courses listed in the Diploma in Languages Schedule.

### Structure and Content

- 4 Of the 120 points required for this diploma, a student must pass
  - a at least 60 points above Stage I, including
  - b at least 30 points above Stage II.
- 5 A student may not include courses for this diploma from more than two of the languages listed in the schedule for this diploma.
- 6 With the permission of the Head of Department concerned, a student may include for this diploma up to 30 points from postgraduate level language acquisition courses.
- 7 With the permission of the Head of Department for a language for which points have been passed at Stage II, and approval of the Dean of Faculty of Education, a student may include 15 points from EDUC 318 for this diploma.

### Special Cases

- 8 Enrolment of students with prior knowledge of the language being studied is at the discretion of the Head of the Department.
  - a Enrolment in any particular course(s) may be declined, and enrolment may be required instead in a course at a more advanced level.
  - b If a student who has been required to enrol in a more advanced course fails that course they may be credited with an appropriate less advanced course if they are certified by the examiners as having reached the standard of a pass for that course and have not previously been credited with that course for this diploma.
  - c A student who has passed or been credited with a language acquisition course, for this or any other programme, may not enrol for a course which precedes that course in the sequence of language acquisition courses in that language subject.

### Credit and Cross-credit

- 9 A student who has passed a language course from the General Education Schedules may be granted credit for the equivalent course from the schedule for this diploma.
- 10 A student may not be granted credit and/or cross-credits towards this diploma of more than 30 points, including any points credited under Regulation 9.

### Variations

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

### Commencement

- 12 These regulations came into force on 1 January 2010.

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## Diploma in Languages (DipLang) Schedule

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### Chinese

Stage I courses: CHINESE 100, 101  
 Stage II courses: CHINESE 200, 201, 277, 278, ASIAN 208  
 Stage III courses: CHINESE 300, 301, 304, 305, 377, 378, ASIAN 308

### Cook Islands Maori

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

### 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, 231, 239, 241, 269, 277, 278  
 Stage III courses: FRENCH 304, 305, 313, 314, 320, 322, 329, 331, 339, 341, 349, 377, 378

### German

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

### Greek

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

### Italian

Stage I courses: ITALIAN 106, 107  
 Stage II courses: ITALIAN 200, 201, 202, 204, 205, 209, 277, 278  
 Stage III courses: ITALIAN 300, 302, 303, 312, 331, 333, 335, 336, 339, 377, 378

### Japanese

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

### Korean

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

### Latin

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

### Māori

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

### Russian

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

### Samoan

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

### Spanish

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

### Tongan

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

## Diploma in Professional Ethics – DipProfEthics

*The Diploma in Professional Ethics was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

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## Graduate Diploma in Arts – GradDipArts

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for a Bachelor of Arts
  - or*
  - b completed the requirements for any other degree approved by Senate or its representative
  - or*
  - c attained a level of competence approved by Senate or its representative as:
    - (i) equivalent to that specified in (a) or (b) above, and
    - (ii) appropriate for the proposed programme for this graduate diploma.
- 2 a With the approval of Senate or its representative, a student who needs only 15 points to complete the Bachelor of Arts may enrol concurrently for this graduate diploma and those remaining points
- and*
- b the graduate diploma will not be awarded until such qualifying degree is completed.

### Duration and Total Points Value

- 3 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 4 A student enrolled for this graduate diploma must pass 120 points at Stage II or above, including at least 75 points at Stage III or above from courses listed in the Bachelor of Arts or Bachelor of Arts (Honours) Schedules.
- 5 The programme for this graduate diploma may include a Dissertation in a subject for which the student is approved by the Head of Department as suitably qualified.
- 6 The programme for each student requires the approval of the relevant Heads of Departments and the Dean of Faculty of Arts.
- 7 Cross-credits will not be granted toward the Graduate Diploma in Arts.

### Variations

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

### Commencement

- 9 These regulations came into force on 1 January 2006. The 2000 regulations for the Graduate Diploma in Arts were thereby repealed.

## Postgraduate Diploma in Arts – PGDipArts

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a (i) completed the requirements for a Bachelors degree at a university in New Zealand
  - and*
  - (ii) passed the specified prerequisite courses in the selected subject for the postgraduate diploma
  - or*
  - b attained a level of competence recognised by Senate or its representative as equivalent to that specified in Regulation 1a above, and appropriate for the proposed programme for this postgraduate diploma
  - and*
  - c the approval of the relevant Head of Department.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:



- a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 Of the 120 points required for this postgraduate diploma, a student must pass:
- a at least 120 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule  
or
  - b (i) at least 90 points in one of the subjects listed in the Bachelor of Arts (Honours) Schedule  
and  
(ii) up to 30 points from other subjects listed in the Bachelor of Arts (Honours) Schedule or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required.
- 5 The programme for this postgraduate diploma may include a dissertation for which the student is approved by the Head of Department as suitably qualified.
- 6 The programme for each student requires the approval of the relevant Heads of Departments and the Dean of Faculty of Arts.

### Dissertation

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

### Distinction

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

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2000 regulations for the Postgraduate Diploma in Arts were thereby repealed.

## Postgraduate Diploma in Language Teaching – PGDipLT

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- either
  - a (i) completed the requirements for any degree approved by Senate or its representative  
or  
(ii) produced evidence to the satisfaction of Senate or its representative of adequate training and/or experience to undertake the proposed programme
  - and
  - b at least two years of teaching experience  
or
  - c completed the requirements for the Degree of Bachelor of Arts with a major in one of the following, or equivalent:
    - (i) Linguistics and English Language Teaching
    - (ii) English Language Acquisition and Linguistics
    - (iii) Linguistics
    - (iv) a language.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points  
and

- b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this postgraduate diploma must pass courses with a total value of at least 120 points as listed in the Postgraduate Diploma in Language Teaching Schedule.
- 5 The programme for each student requires the approval of the Head of Department of Applied Language Studies and Linguistics and the Dean of Faculty of Arts.

### Distinction

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

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 2000 regulations for the Postgraduate Diploma in Language Teaching were thereby repealed.

### Postgraduate Diploma in Language Teaching (PGDipLT) Schedule

<b>Requirement:</b> <i>either</i> <ul style="list-style-type: none"> <li>• 15 points from LANGTCHG 740, CHINESE 707, JAPANESE 750</li> <li>• 60 points from LANGTCHG 704, 715, 724, 743, CHINESE 708, JAPANESE 751</li> <li>• 45 points from LANGTCHG 731, 746, 749, 752, FRENCH 717</li> </ul> <i>or</i>	<ul style="list-style-type: none"> <li>• 75 points from LINGUIST 720 or 721, 724, 729 or 730, LANGTCHG 724, 743</li> <li>• at least 15 points from LINGUIST 710, 720 or 721, 722, 726, 728, 729 or 730, 724, 743</li> <li>• at least 15 points from LANGTCHG 731, 746</li> <li>• up to 15 further points from LINGUIST 710, 720, 721, 722, 726, 728, 729, 730, 741, 743, LANGTCHG 731, 743</li> </ul>
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## Postgraduate Diploma in Social Science Research Methods – PGDipSocScResMeth

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have
  - either*
    - a (i) completed the requirements for any Bachelors degree at a university in New Zealand
    - and*
    - (ii) completed the Stage III requirements for a major in a social science subject as approved by the Dean of Faculty of Arts
  - or*
  - b attained an equivalent qualification approved by Senate or its representative.
- 2 Admission to this programme requires the approval of the Dean of Faculty of Arts.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 A student enrolled for this postgraduate diploma must pass 120 points in courses listed in the Postgraduate Diploma in Social Science Research Methods Schedule.
- 6 Where a student has previously passed courses equivalent to any of SOCSCRES 701, 702, 703, a postgraduate level course approved by the Coordinator for this postgraduate diploma may be substituted.
- 7 a Enrolment in any elective course in the Postgraduate Diploma in Social Science Research Methods Schedule is subject to the approval of the Head of Department.

- b The programme for each student requires the approval of the Coordinator for the Postgraduate Diploma in Social Science Research Methods and the Dean of Faculty of Arts.

### Distinction

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

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2007.

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### Postgraduate Diploma in Social Science Research Methods (PGDipSocScResMeth) Schedule

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#### Requirement:

- 75 points: SOCSCRES 701, 702, 703, 760
  - and
  - 45 points from SOCSCRES 710, 711, and other postgraduate level courses in a relevant discipline approved by the Coordinator for this postgraduate diploma
- 

## Postgraduate Diploma in Translation Studies – PGDipTranslationStud

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a (i) completed the requirements for a Bachelors degree as approved by Senate or its representative
  - or
  - (ii) produced evidence to the satisfaction of Senate or its representative of appropriate academic or professional preparation, equivalent to a degree, to undertake the proposed programme
- and
- b competence in one of the languages offered for the Postgraduate Diploma equivalent to at least the level of a B+ grade in a language course at Stage III or above at this University
- and
- c for students who are not native speakers of English and who have not had at least three years of tertiary education with English as the language of instruction, a minimum overall score of IELTS (Academic) 7 or equivalent.
- 2 Admission to this postgraduate diploma requires the approval of the Coordinating Committee and is at the discretion of Senate or its representative. An interview and written aptitude test may be required.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this postgraduate diploma a student must pass:
  - a 30 points from the Core Courses listed in the Postgraduate Diploma in Translation Studies Schedule
  - and
  - b at least 90 points from Optional Courses listed in the Postgraduate Diploma in Translation Studies Schedule.
- 6 With the approval of the Coordinating Committee, Special Language Studies 700 level courses (for language study overseas) may be substituted for points from language acquisition courses.

- 7 The programme for each student requires the approval of the Programme Coordinator and the Dean of Faculty of Arts.

### Distinction

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

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Diploma in Translation Studies were thereby repealed.

### Postgraduate Diploma in Translation Studies (PGDipTranslationStud) Schedule

<b>Requirement:</b> <b>Core Courses</b> <ul style="list-style-type: none"> <li>• 30 points: TRANSLAT 702 and 703</li> </ul> <i>and</i> <b>Optional Courses</b> <ul style="list-style-type: none"> <li>• 30 points from CHINESE 725, FRENCH 707, 708, 720, GERMAN 740, GREEK 714, 715, ITALIAN 702, KOREAN 705, LATIN 714, 715, MĀORI 712, RUSSIAN 732, SPANISH 723, TRANSLAT 707</li> </ul> <i>and</i>	<ul style="list-style-type: none"> <li>• 30 points from CHINESE 733, 734, FRENCH 702, 703, 777, 778, GERMAN 701, 777, 778, GREEK 710, 711, ITALIAN 700, 777, 778, JAPANESE 704, 706, KOREAN 700, 701, LATIN 710, 711, MĀORI 713, PACIFIC 701, RUSSIAN 710, SPANISH 700, 777, 778, TRANSLAT 711</li> </ul> <i>and</i> <ul style="list-style-type: none"> <li>• 30 points from TRANSLAT 712, 713</li> </ul> <i>Note: If any Translation Studies courses have been passed prior to enrolment for this diploma another course or courses must be substituted for them with approval of the Programme Coordinator</i>
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### Postgraduate Certificate in Advanced Interpreting – PGCertAdvInterp

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for a Bachelors degree or equivalent combination of tertiary study and professional qualifications and/or experience as approved by Senate or its representative
  - b competence in English and a further language or languages as approved by the Director of the Programme, to at least the following levels:
    - (i) IELTS score of 7.5 in the oral band for non-native speakers of English
    - (ii) for languages other than English, oral and written competency equivalent to at least the level of advanced undergraduate courses at this University.
- 2 Admission to this postgraduate certificate is at the discretion of Senate or its representative and will require an interview in both languages and an aptitude test.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points*and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 4 The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content

- 5 a Of the 60 points required for this postgraduate certificate a student must pass the courses listed in the Postgraduate Certificate in Advanced Interpreting Schedule.
- b The language or languages studied for this postgraduate certificate are to be those to which competence has been attested as required in Regulation 1b.

### Variations

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

### Commencement

- 7 These regulations came into force on 1 January 2006. The 1999 regulations for the Postgraduate Certificate in Advanced Interpreting were thereby repealed.

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**Postgraduate Certificate in Advanced Interpreting (PGCertAdvInterp) Schedule**


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**Requirement:**

- TRANSLAT 713
  - 30 points from TRANSLAT 705, 708, 709
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## Certificate in Arts – CertArts

*The Certificate in Arts was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

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## 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.*

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### Admission

- 1 Admission to this certificate will be
  - a concurrent with enrolment in a degree programme at this University
  - or
  - b subsequent to completion of a degree programme at any university.
- 2 To be admitted to this programme, a student must
  - a meet University Entrance requirements
  - and
  - b have approval from the Dean of Faculty of Arts.

### Duration and Total Points Value

- 3 A student enrolled for this certificate must follow a programme of the equivalent of one full-time semester and pass courses with a total value of 60 points from the courses listed in the Certificate in Languages Schedule.

### Structure and Content

- 4 Of the 60 points required for this certificate, a student must pass at least 30 points above Stage I.
- 5 A student may not include courses for this certificate from more than two of the languages listed in the schedule for this certificate.

### Special Cases

- 6 Enrolment of students with prior knowledge of the language being studied is at the discretion of the Head of the Department.
  - a Enrolment in any particular course(s) may be declined, and enrolment may be required instead in a course at a more advanced level.
  - b If a student who has been required to enrol in a more advanced course fails that course they may be credited with an appropriate less advanced course if they are certified by the examiners as having reached the standard of a pass for that course and have not previously been credited with that course for this certificate.
  - 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

- 7 A student who has passed a language course from the General Education Schedules may be granted credit for the equivalent course from the schedule for this certificate.
- 8 A student may not be granted credit or cross-credit towards this certificate of more than 15 points, including any points credited under Regulation 7.

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2010.



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**Certificate in Languages (CertLang) Schedule**


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**Chinese**

Stage I courses: CHINESE 100, 101  
 Stage II courses: CHINESE 200, 201, 277, 278  
 Stage III courses: CHINESE 300, 301, 304, 305, 377, 378

**Cook Islands Maori**

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, 203, 277, 278  
 Stage III courses: GERMAN 301, 302, 377, 378, 390

**Greek**

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

**Italian**

Stage I courses: ITALIAN 106, 107  
 Stage II courses: ITALIAN 200, 201, 277, 278  
 Stage III courses: ITALIAN 300, 312, 377, 378

**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 314, 319, 321, 341, 377, 378

**Tongan**

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

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**REGULATIONS – THEOLOGY**


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

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

**Duration and Total Points Value**

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

**Structure and Content**

- 2 Of the 360 points required for this degree, a student must pass:
  - a at least 300 points from courses listed in the Bachelor of Theology Schedule, including:
    - (i) 90 points from the Core Courses listed in the Bachelor of Theology Schedule
    - (ii) at least 180 points in courses above Stage I, including at least 75 points above Stage II and either
    - (iii) (a) a major of at least 135 points in one subject area, of which 60 points must be above Stage II selected from the subjects available for majors listed in the Bachelor of Theology Schedule
  - and
  - (b) a minor of at least 90 points in another subject area, of which 60 points must be

above Stage I and 15 points must be above Stage II from the subjects available for minors listed in the Bachelor of Theology Schedule

or

- (iv) a double major of at least 120 points in each of two subject areas available for majors in the Bachelor of Theology Schedule, of which 45 points must be above Stage II in each subject, from the subjects available for majors listed in the Bachelor of Theology Schedule.
- b 30 points from courses 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.
- 3 a Up to 30 points may be taken from courses in other programmes offered at this University  
and  
b up to 30 points may be taken from courses in the Bachelor of Arts Schedule with the approval of the Head of School of Theology.
- 4 The core course THEOLOGY 100 must be passed within the first two semesters of full-time enrolment. Students studying part-time must take this course before enrolling in Stage II courses.

### General Education Exemptions

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

### Conjoint Degrees

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

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Theology were thereby repealed.

### Bachelor of Theology (BTheol) Schedule

<b>Core Courses</b> <b>Requirement: 105 points from:</b> <ul style="list-style-type: none"> <li>60 points: THEOLOGY 100, 103, 104, 107</li> <li>15 points from a Stage II Biblical Studies course</li> </ul>	<ul style="list-style-type: none"> <li>15 points from a Stage II Christian Thought and History course</li> <li>15 points from a Stage II Practical Theology course</li> </ul>
Subjects available for majors or minors:	
<b>Biblical Studies</b> <b>Stage I courses:</b> BSTHEO 135, 136, 175, 176, THEOLOGY 101, 103, 105 <b>Stage II courses:</b> BSTHEO 210–231 <b>Stage III courses:</b> BSTHEO 310–331, THEOLOGY 301–308 <b>Major must include:</b> <ul style="list-style-type: none"> <li>at least 45 points from BSTHEO 310–331</li> </ul>	<b>Stage III courses:</b> CTHTHEO 323–331, 352–355, PTHEO 315, THEOLOGY 301–308 <b>Major must include:</b> <ul style="list-style-type: none"> <li>at least 45 points from CTHTHEO 323–331, 352–355, PTHEO 315</li> </ul>
<b>Christian Thought and History</b> <b>Stage I courses:</b> THEOLOGY 100, 104, 107 <b>Stage II courses:</b> CTHTHEO 223–231, 252–255, PTHEO 215	<b>Practical Theology</b> <b>Stage I courses:</b> THEOLOGY 100, 101 <b>Stage II courses:</b> PTHEO 211–231 <b>Stage III courses:</b> PTHEO 311–331, THEOLOGY 301–308 <b>Major must include:</b> <ul style="list-style-type: none"> <li>at least 45 points from PTHEO 311–331</li> </ul>

Courses from the following subject are also available for the Bachelor of Theology, although no major or minor can be taken in this subject:

<b>Theology</b> <b>Stage I courses:</b> THEOLOGY 100–107 <b>Stage III courses:</b> THEOLOGY 301–308	
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## The Degree of Bachelor of Theology (Honours) – BTheol(Hons)

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Theology or an equivalent qualification as approved by Senate or its representative
  - and
  - b passed the specified prerequisite courses for one of the subject areas listed in the Bachelor of Theology (Honours) Schedule with an average grade of B or higher in 45 points above Stage II
  - and
  - c approval from the Head of School of Theology.
- 2 A student who has not completed the requirements for the Degree of Bachelor of Theology but who has:
  - a passed courses with a total value of at least 330 points for that degree
  - and
  - b passed the specified prerequisite courses for one of the subject areas listed in the Bachelor of Theology (Honours) Schedule with an average grade of B or higher in 45 points above Stage II
 may, with the approval of the Head of School, enrol for this degree. The remaining points for the Degree of Bachelor of Theology must be passed within the first semester of enrolment for the Degree of Bachelor of Theology (Honours). The Degree of Bachelor of Theology (Honours) will not be awarded until the requirements for the Degree of Bachelor of Theology have been completed.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:
  - a 30 points from the Core Courses listed in the Bachelor of Theology (Honours) Schedule
  - and
  - b 30 points in courses selected from one of the subject areas listed in the Bachelor of Theology (Honours) Schedule
  - and
  - c a 30 point Dissertation in the same subject area
  - and
  - d 30 further points from courses listed in the Bachelor of Theology (Honours) Schedule.
- 6 Up to 30 points from other 700 level courses offered at this University, with the approval of all Heads of Departments concerned, may be substituted for some or all of the points listed in Regulation 5d.

### Dissertation

- 7
  - a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The dissertation topic must be approved by the Director of Postgraduate Studies Theology and Head of School of Theology prior to enrolment.
  - c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

### Honours

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

### Withdrawal

- 11 A student may withdraw from enrolment for the Degree of Bachelor of Theology (Honours) and apply to have points reassigned to the Graduate Diploma in Theology or the Postgraduate Diploma in Theology. Such points may be assigned at the discretion of Senate or its representative.

### Commencement

- 12 These regulations came into force on 1 January 2006.

### Bachelor of Theology (Honours) (BTheol(Hons)) Schedule

<b>Core Courses Requirement:</b> <ul style="list-style-type: none"> <li>30 points: THEOLOGY 701, 702</li> </ul>	
<b>Subject Areas:</b>	
<b>Biblical Studies</b> <b>Prerequisite:</b> 45 points in Biblical Studies at Stage III, and at least 30 points from BSTHEO 135, 136, 175, 176 <b>Requirement:</b> <ul style="list-style-type: none"> <li>30 points: BSTHEO 780 Dissertation</li> <li>30 points from BSTHEO 710–716, 720, 721</li> </ul>	<b>Practical Theology</b> <b>Prerequisite:</b> 45 points in Practical Theology at Stage III <b>Requirement:</b> <ul style="list-style-type: none"> <li>30 points: PTHEO 780 Dissertation</li> <li>30 points from PTHEO 710–716</li> </ul>
<b>Christian Thought and History</b> <b>Prerequisite:</b> 45 points in Christian Thought and History at Stage III <b>Requirement:</b> <ul style="list-style-type: none"> <li>30 points: CHTHEO 780 Dissertation</li> <li>30 points from CHTHEO 710–712, 721–723</li> </ul>	

## The Degree of Master of Theology – MTheol

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- either*
- a completed the requirements for a Bachelor of Theology (Honours) with at least Second Class Honours, First Division, or an equivalent qualification as approved by Senate or its representative
- or*
- b completed the requirements for the Postgraduate Diploma in Theology with at least Merit, or an equivalent qualification as approved by Senate or its representative
- and*
- c approval from the Head of School of Theology.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
- a pass courses with a total value of 120 points
- and*
- b complete within the time limit specified in the General Regulations – Masters Degrees.

## Structure and Content

### 3 Research Masters

Of the 120 points required for this degree a student must complete a thesis in one of the subjects listed in the Master of Theology Schedule.

## Thesis

- 4
  - a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Director of Postgraduate Studies Theology.
  - b The thesis is to be based on original research and the research topic is to be approved by the Head of School of Theology, on the recommendation of the Director of Postgraduate Studies Theology, prior to enrolment.
  - c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

## Variations

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

## Honours

- 6 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

## Commencement

- 7 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Master of Theology were thereby repealed.

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### Master of Theology (MTheol) Schedule

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#### Biblical Studies

##### Research Masters

##### Requirement:

- 120 points: BSTHEO 796 Thesis

#### Christian Thought and History

##### Research Masters

##### Requirement:

- 120 points: CHTHEO 796 Thesis

#### Practical Theology

##### Research Masters

##### Requirement:

- 120 points: PTHEO 796 Thesis
- 

## Graduate Diploma in Theology – GradDipTheol

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

## Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
    - a completed the requirements for the Degree of Bachelor of Theology
    - or*
    - b completed the requirements for any other degree or equivalent professional qualification approved by Senate or its representative
    - or*
    - c obtained appropriate professional experience deemed relevant to this programme by Senate or its representative
    - and*
    - d approval from the Head of School of Theology.

## Duration and Total Points Value

- 2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

## Structure and Content

- 3 A student enrolled for this graduate diploma must pass 120 points from courses listed in the Bachelor of Theology Schedule, including:
  - a at least 75 points above Stage II

- b 45 of the points above Stage II must be taken from one of the subject areas: Biblical Studies, Christian Thought and History, Practical Theology.
- 4 The programme for each student requires the approval of the Head of School of Theology prior to enrolment.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006. The 2000 regulations for the Graduate Diploma in Theology were thereby repealed.

## Postgraduate Diploma in Theology – PGDipTheol

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Theology or an equivalent qualification as approved by Senate or its representative
  - and
  - b passed the specified prerequisite courses for one of the subjects listed in the Postgraduate Diploma in Theology Schedule
  - and
  - c approval from the Head of School of Theology.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 Of the 120 points required for this postgraduate diploma, a student must pass:
  - a 30 points from the Core Courses listed in the Postgraduate Diploma in Theology Schedule
  - and
  - b 30 points in courses selected from one of the subject areas listed in the Postgraduate Diploma in Theology Schedule
  - and
  - c a 15 point Research Essay in the same subject area
  - and
  - d up to 45 further points from courses listed in the Postgraduate Diploma in Theology Schedule.
- 5 Up to 30 points may be substituted for some of the courses required in Regulation 4d, from other 700 level courses offered at this University with the approval of all Heads of Departments concerned.

### Variations

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

### Distinction

- 7 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 8 These regulations came into force on 1 January 2006.

### Postgraduate Diploma in Theology (PGDipTheol) Schedule

#### Core Courses

#### Requirement:

- 30 points: THEOLOGY 701, 702



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**Subject Areas:**

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**Biblical Studies**

**Prerequisite:** 45 points in Biblical Studies at Stage III, and at least 30 points from BSTHEO 135, 136, 175, 176

**Requirement:**

- 15 points: BSTHEO 789 Research Essay
- 30 points from BSTHEO 710–716, 720, 721

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**Christian Thought and History**

**Prerequisite:** 45 points in Christian Thought and History at Stage III

**Requirement:**

- 15 points: CHTHEO 789 Research Essay
- 30 points from CHTHEO 710–712, 721–723

**Practical Theology**

**Prerequisite:** 45 points in Practical Theology at Stage III

**Requirement:**

- 15 points: PTHEO 789 Research Essay
  - 30 points from PTHEO 710–716
-

## Regulations – Business and Economics

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- 117 The Degree of Bachelor of Business and Information Management – BBIM
- 119 The Degree of Bachelor of Property – BProp
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- 123 The Degree of Master of Commerce – MCom
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- 142 Graduate Certificate in Innovation and Entrepreneurship – GradCertInnovEnt
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## Interfaculty Degrees and Diplomas – Business and Economics

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- 319 The Degree of Master of Bioscience Enterprise – MBioEnt
- 320 The Degree of Master of Educational Management – MEdMgt
- 321 The Degree of Master of Health Management – MHealthMgt
- 322 The Degree of Master of Operations Research – MOR
- 324 The Degree of Master of Professional Studies – MProfStuds
- 326 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
- 327 Postgraduate Diploma in Operations Research – PGDipOR

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## REGULATIONS – BUSINESS AND ECONOMICS

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### The Degree of Bachelor of Commerce – BCom

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

#### Duration and Total Points Value

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

#### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
  - a at least 300 points from courses listed in the Bachelor of Commerce Schedule, including:
    - (i) 105 points from the Core Courses listed in the Bachelor of Commerce Schedule
    - (ii) at least 180 points above Stage I, of which at least 75 points must be above Stage II from courses listed in the Bachelor of Commerce Schedule
    - (iii) the requirements of one or more majors as specified in the Bachelor of Commerce Schedule with at least 45 points at Stage III in each major
  - and
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
- 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 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 available for this degree.
- c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses available for this degree.

#### Conjoint Degrees

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

#### Special Cases

- 7 In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly in a Stage II course(s). If the student fails the Stage II course(s) but is certified by the examiner as having reached the standard of a pass at Stage I, the student may be credited with the appropriate Stage I course(s).

#### Variations

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

#### Commencement

- 9 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Commerce were thereby repealed.

## Bachelor of Commerce (BCom) Schedule

### Courses available for BCom:

#### 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 courses: BUSINESS 200  
 Stage III courses: BUSINESS 301–304, 328, 390

#### Commercial Law

Stage I course: COMLAW 101  
 Stage II courses: COMLAW 201–209  
 Stage III courses: COMLAW 301–321, LAWCOMM 422, 431

#### Computer Science

Stage I course: COMPSCI 101  
 Stage II course: COMPSCI 280

#### Economics

Stage I courses: ECON 101–191  
 Stage II courses: ECON 201–271  
 Stage III courses: ECON 301–381

#### Engineering Science

Stage III course: ENGSCI 391

#### Finance

Stage II courses: FINANCE 251–261  
 Stage III courses: FINANCE 310, 351–362, 383, 384

#### Information Management

Stage I course: INFOMGMT 192  
 Stage II courses: INFOMGMT 291, 292  
 Stage III courses: INFOMGMT 391–393

#### Information Systems

Stage I course: INFOSYS 110  
 Stage II courses: INFOSYS 220–222, 280  
 Stage III courses: INFOSYS 320–330, 338–345

#### Innovation and Entrepreneurship

Stage II courses: INNOVENT 201, 202  
 Stage III courses: INNOVENT 301–303, 305

#### International Business

Stage II courses: INTBUS, 201, 202  
 Stage III courses: INTBUS 300, 305–308

#### Law

Stage IV courses: LAWCOMM 422, 431

#### Management

Stage I course: MGMT 101  
 Stage II courses: MGMT 211, 223  
 Stage III courses: MGMT 300, 304, 309, 314, 320

#### Marketing

Stage II courses: MKTG 201, 202  
 Stage III courses: MKTG 301–314

#### Mathematics

Stage I courses: MATHS 108, 150, 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 Schedule

#### Accounting

ACCTG 101

#### Business

BUSINESS 101, 102

#### Commercial Law

COMLAW 101

#### Economics

ECON 101 or 111 or 191

#### Information Systems

INFOSYS 110

#### Statistics

STATS 108

## BCom Majors Schedule

#### 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, 327

**Commercial Law**

- 30 points from COMLAW 201–209
- 45 points from COMLAW 301–321, LAWCOMM 422, 431

**Economics**

- 45 points: ECON 201, 211, MATHS 108 or 150 or 153
- at least 45 points from ECON 301–381
- a further 15 points from ECON 202, 212, 221–271, 301–381

**Finance**

- 75 points: ACCTG 102, MATHS 108, 208, FINANCE 251, 261
- 45 points from ACCTG 371, FINANCE 310, 351, 361, 362, 383, 384, COMLAW 305 or ECON 352

*Subject to CUAP Approval*

**Information Management**

- 15 points: INFOMGMT 192
- 30 points: INFOMGMT 291, 292
- 30 points: INFOMGMT 392, 393
- 15 points from INFOMGMT 391, BUSINESS 390

**Information Systems**

- 30 points: INFOSYS 220, 222
- 45 points (or 75 points if INFOSYS 345 is selected) from INFOSYS 320, 321, 323, 330, 338–345, INFOMGMT 392, OPSMGT 357

**Innovation and Entrepreneurship**

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

**International Business**

- 30 points: INTBUS 201, 202

- 15 points: INTBUS 300
- 15 points from INTBUS 305, 306, 307
- 15 points from INTBUS 305, 306, 307, 308, BUSINESS 304, 328

**International Trade**

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

**Management**

- 30 points: MGMT 211, 223
- 30 points from MGMT 300, 304, 309, 314
- 15 points from MGMT 300, 304, 309, 314, 320, BUSINESS 304, 328, INNOVENT 303, PSYCH 322

**Marketing**

- 60 points: MKTG 201, 202, 301, 303
- 15 points from MKTG 302, 305, 306, 312–314

**Operations and Supply Chain Management**

- 30 points: OPSMGT 255, 258
- 15 points: OPSMGT 370
- 30 points (or 60 points if INFOSYS 345 is selected) from INFOSYS 321, 345, OPSMGT 357, 371–373, 376–385

**Operations Research**

*The BCom in Operations Research was withdrawn in 2010. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

**Taxation**

- 30 points: COMLAW 201, 203
- 30 points: COMLAW 301, 311
- 15 points from ACCTG 311, 371, ECON 361, FINANCE 361

**The Degree of Bachelor of Business and Information Management – BBIM**

*New admissions into the Degree of Bachelor of Business and Information Management were suspended in 2013. The regulations for this degree are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

**Duration and Total Points Value**

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

**Structure and Content**

- 2 Of the 360 points required for this degree, a student must pass:
  - a 150 points from the Core Courses listed in the Bachelor of Business and Information Management Schedule.
  - b 180 points from  
either  
90 points: Information Management major  
90 points: Accounting major or Marketing major  
or  
180 points from one of the Options listed in the Bachelor of Business and Information Management Schedule, with the approval of the Programme Director.
  - c 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
  - d Students must pass or be concurrently enrolled in all Stage I courses listed in the Bachelor of Business and Information Management Core Courses Schedule before enrolling in any other courses for this degree.

### General Education Exemptions

- 3 a 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 listed in the Bachelor of Business Information Management Schedule or other courses offered at this University, as approved by the Programme Director.
- c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
- (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses listed in the schedule for this degree or other courses offered at this University, as approved by the Programme Director.

### Special Cases

- 4 In exceptional circumstances Senate or its representative may permit a suitable qualified student to enrol directly in a Stage II course(s). If the student fails the Stage II course(s) but is certified by the examiner as having reached the standard of a pass at Stage I, the student may be credited with the appropriate Stage I course(s).

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Business and Information Management were thereby repealed.

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### Bachelor of Business and Information Management (BBIM) Schedule

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#### Courses available for the BBIM:

<b>Accounting</b> Stage I courses: ACCTG 101, 102 Stage II courses: ACCTG 211, 221, 222 Stage III courses: ACCTG 311, 321, 323, 331	<b>Information Management</b> Stage I course: INFOMGMT 192 Stage II courses: INFOMGMT 291, 292, 296 Stage III courses: INFOMGMT 391–393
<b>Business</b> Stage I courses: BUSINESS 101, 102 Stage II course: BUSINESS 291 Stage III courses: BUSINESS 390	<b>Information Systems</b> Stage I course: INFOSYS 110
<b>Commercial Law</b> Stage I course: COMLAW 101	<b>Marketing</b> Stage II courses: MKTG 201, 202 Stage III courses: MKTG 301, 303, 306
<b>Economics</b> Stage I course: ECON 191	<b>Operations Management</b> Stage III course: OPSMGT 357
	<b>Statistics</b> Stage I course: STATS 108

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### BBIM Core Courses Schedule

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<b>Accounting</b> ACCTG 101	<b>Business</b> BUSINESS 101, 102 BUSINESS 291
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<b>Commercial Law</b> COMLAW 101	<b>Information Systems</b> INFOSYS 110
<b>Economics</b> ECON 191	<b>Operations Management</b> OPSMG 357
<b>Information Management.</b> INFOMGMT 192	<b>Statistics</b> STATS 108
<b>BBIM Majors Schedule</b>	
<b>Accounting</b> <ul style="list-style-type: none"> <li>15 points: ACCTG 102</li> <li>30 points: ACCTG 211, 221</li> <li>30 points: ACCTG 311, BUSINESS 390</li> <li>15 points from ACCTG 321, 323, 331</li> </ul>	<b>Information Management</b> <ul style="list-style-type: none"> <li>30 points: INFOMGMT 291, 292</li> <li>15 points from INFOMGMT 296, ACCTG 222</li> <li>45 points: INFOMGMT 391–393</li> </ul>
<b>Human Resource Management</b> <i>The BBIM in Human Resource Management was withdrawn in 2009.</i>	<b>Marketing</b> <ul style="list-style-type: none"> <li>30 points: MKTG 201, 202</li> <li>45 points: MKTG 301, 303, 306</li> <li>15 points: BUSINESS 390</li> </ul>
<b>BBIM Options Schedule</b>	
<b>Option 1</b> <ul style="list-style-type: none"> <li>90 points: Accounting major or Marketing major</li> <li>30 points: INFOMGMT 291, 292</li> <li>15 points from INFOMGMT 296 or ACCTG 222</li> <li>30 points from INFOMGMT 391, 392, 393</li> <li>15 points: Electives chosen from other courses in the Bachelor of Business and Information Management Schedule or alternatives approved by Senate or its representative</li> </ul>	<b>Option 2</b> <ul style="list-style-type: none"> <li>90 points: Information Management major</li> <li>60 points from               <ul style="list-style-type: none"> <li>either</li> <li>(i) ACCTG 102, 211, 221, and ACCTG 311 or 321 or 323 or 331</li> <li>or</li> <li>(ii) MKTG 201, 202, and 30 points from MKTG 301, 303, 306</li> </ul> </li> <li>15 points: BUSINESS 390</li> <li>15 points: Electives chosen from other courses in the Bachelor of Business and Information Management Schedule or alternatives approved by Senate or its representative</li> </ul>

## The Degree of Bachelor of Property – BProp

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

### Duration and Total Points Value

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

### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
  - a 330 points from Parts I, II and III as listed in the Bachelor of Property Schedule
  - and
  - b 30 points from courses 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.
- 3 A student will not normally be permitted to enrol for Part II unless Part I has been completed, or to enrol for Part III unless Part II has been completed. However, a student who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.

### General Education Exemptions

- 4 a A student is exempted from the requirement to pass courses offered in the General Education 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 listed in the Bachelor of Commerce Schedule.
- c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and
  - (ii) a further 15 points from courses listed in the Bachelor of Commerce Schedule.

### Practical Requirements

- 5 A student enrolled for this degree must participate in skills workshops as required by, and to the satisfaction of, the Head of Department of Property.

### Conjoint Degrees

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

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Property were thereby repealed.

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#### Bachelor of Property (BProp) Schedule

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##### Requirement:

##### Part I

- 120 points: PROPERTY 102, ACCTG 101, BUSINESS 101, 102, COMLAW 101, ECON 191, INFOSYS 110, STATS 108

##### Part II

- 120 points: PROPERTY 211–281

##### Part III

- 90 points from PROPERTY 311–384
  - 30 points from courses listed in the General Education Schedules approved for this degree
- 

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

- a at least 120 points in one of the subjects listed in the Bachelor of Commerce (Honours) Schedule  
or  
b (i) at least 90 points in one of the subjects listed in the Bachelor of Commerce (Honours) Schedule  
and  
(ii) up to 30 points from a related subject, with approval of the relevant Directors of Programme.
- 5 Students intending to qualify for entry to the Degree of Master of Commerce must include the prerequisite courses in the intended subject listed in the Master of Commerce Schedule.

### Dissertation

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

### Variations

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

### Honours

- 8 a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Commerce (Honours) is sufficiently high to deserve Honours.
- b Should a student fail to qualify for the award of the Degree of Bachelor of Commerce (Honours), Senate or its representative may approve the reassignment of points towards the Graduate Diploma in Commerce or the Postgraduate Diploma in Commerce.
- 9 Where the standard specified in Regulation 8a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Withdrawal

- 10 A student may withdraw from enrolment for the Degree of Bachelor of Commerce (Honours) and apply to have points reassigned to the Graduate Diploma in Commerce or the Postgraduate Diploma in Commerce. Such points may be reassigned at the discretion of Senate or its representative.

### Commencement

- 11 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Commerce (Honours) were thereby repealed.

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## Bachelor of Commerce (Honours) (BCom(Hons)) Schedule

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### Subjects available:

#### Accounting

**Prerequisite:** A major in Accounting and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: ACCTG 788 Dissertation
- 30 points: ACCTG 701, 702
- at least 30 points from ACCTG 711–782
- up to 30 points from FINANCE 705, 706, 751–782

#### Commercial Law

**Prerequisite:** A major in Commercial Law or equivalent courses as approved by the Head of Department

**Requirement:**

- LAW 788
- 30 points: COMLAW 788 Dissertation
- 90 points from LAWCOMM 701–769 with the approval of the Deans of Business and Economics, and Law, of the courses taught in their respective Faculties

#### Economics

**Prerequisite:** A major in Economics including a pass in each of ECON 201, 211, 221, 381 and either ECON 321 or 322 or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: ECON 788 Dissertation
- 30 points: ECON 701, 711
- 15 points from ECON 721, 723
- 45 points from ECON 702–784

#### Finance

**Prerequisite:** A major in Finance and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: FINANCE 788 Dissertation
- 30 points: FINANCE 701, 702
- at least 30 points from FINANCE 705, 706, 751–782, including 15 points from FINANCE 751, 761
- up to 30 points from ACCTG 711–782

### 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:**

- 30 points: INFOSYS 788 Dissertation
- 45 points: INFOSYS 720, 750, 751
- 45 points from INFOSYS 722, 725–740

### International Business

**Prerequisite:** A major in International Business or equivalent courses as approved by the Head of Department

**Requirement:**

- 15 points: BUSINESS 710
- 30 points: INTBUS 788
- 75 points from INTBUS 701–712, BUSINESS 704, 705

### Management

**Prerequisite:** A major in Management or equivalent courses as approved by the Head of Department

**Requirement:**

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

### Marketing

**Prerequisite:** A major in Marketing and STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: MKTG 788 Dissertation
- 60 points: MKTG 701, 703–705
- 30 points from MKTG 702, 706–719

### Operations and Supply Chain Management

**Prerequisite:** A major in Operations and Supply Chain Management and STATS 255 or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: OPSMGT 788 Dissertation
- 45 points: INFOSYS 750, 751, OPSMGT 760
- 45 points from INFOSYS 722, 726, 737, 740, OPSMGT 732, 752, 762–766, 780

### Operations Research

*The BCom(Hons) in Operations Research was withdrawn in 2009.*

## The Degree of Bachelor of Property (Honours) – BProp(Hons)

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed all the requirements for the Degree of Bachelor of Property
  - and
  - b achieved an average grade of B or higher in the courses taken for Part III of that degree.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 4 Of the 120 points required for this degree, a student must pass:
  - a 120 points from courses listed in the Bachelor of Property (Honours) Schedule
  - or
  - b (i) at least 90 points from courses listed in the Bachelor of Property (Honours) Schedule
  - and
  - (ii) up to 30 points from 700 level courses in another subject as approved by the Head of Department of Property.

### Dissertation

- 5 a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The dissertation topic must be approved by the Head of Department of Property prior to enrolment.
- c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

## Honours

- 7
  - a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Property (Honours) is sufficiently high to deserve Honours.
  - b Should a student fail to qualify for the award of the Degree of Bachelor of Property (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Property.
- 8 Where the standard specified in Regulation 7a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

## Commencement

- 9 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Bachelor of Property (Honours) were thereby repealed.

### Bachelor of Property (Honours) (BProp(Hons)) Schedule

<b>Requirement:</b> <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 Dissertation</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) 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 240 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 280 points for the total enrolment for this degree.
- 5 A student admitted to this degree under Regulation 1b must:
- a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- 6 a A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of Commerce Schedule.
- b For students required to pass 240 points, up to 30 points from other subjects listed in the Master of Commerce Schedule, or from other 700 level courses offered at this University may be substituted, provided that such courses are related to the student's research interests. The approval of all Heads of Departments concerned is required.

### Thesis / Dissertation

- 7 a A thesis, advanced research studies, or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.
- c A student who has to complete 240 points for this degree and whose programme includes a thesis, advanced research studies or dissertation must, before enrolment for the thesis, advanced research studies or dissertation, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Commerce.
- d A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Commerce to the Postgraduate Diploma in Commerce.

### Variations

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

### Honours

- 9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Master of Commerce were thereby repealed.

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### Master of Commerce (MCom) Schedule

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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 in Commercial Law



## Economics

### Requirement:

#### Taught Masters

- 90 points from ECON 701–784
- 30 points: ECON 790 Dissertation

#### Research Masters

- 90 points: ECON 794 Thesis
- 30 points from ECON 701–784

## Finance

### Requirement:

#### Research Masters

- 120 points: FINANCE 796 Thesis

## Information Systems

### Requirement:

#### Research Masters

- 120 points: INFOSYS 796 Thesis

## International Business

### Requirement:

#### Research Masters

- 120 points: INTBUS 796 Thesis

## Management

### Requirement:

#### Research Masters

- 120 points: MGMT 796 Thesis

## Marketing

### Requirement:

#### Research Masters

- 120 points: MKTG 796 Thesis

## Operations and Supply Chain Management

### Requirement:

#### Research Masters

- 120 points: OPSMGT 796 Thesis

## Operations Research

*The MCom in Operations Research was withdrawn in 2009.*

A student who has to complete 240 points must satisfy the requirements for one of the following subjects:

## Accounting

**Prerequisite:** A major in Accounting and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department

### Requirement:

#### Research Masters

- 30 points: ACCTG 701, 702
- at least 60 points from ACCTG 711–782
- up to 30 points from FINANCE 705–782
- 120 points: ACCTG 796 Thesis

## Commercial Law

**Prerequisite:** A major in Commercial Law or equivalent courses as approved by the Head of Department

### Requirement:

#### Research Masters

- LAW 788
- 120 points from LAWCOMM 702–769 with the approval of the Deans of Business and Economics, and Law, of the courses taught in their respective Faculties
- 120 points: COMLAW 796 Thesis in Commercial Law

## Economics

**Prerequisite:** A major in Economics including a pass in each of ECON 201, 211, 221, 381 and either ECON 321 or 322 or equivalent courses as approved by the Head of Department

### Requirement:

- 30 points: ECON 701, 711
- 15 points from ECON 721, 723
- 30 points: ECON 788 Dissertation
- 45 points from ECON 702–784

and either

#### Taught Masters

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

or

#### Research Masters

- 90 points: ECON 794 Thesis
- 30 points from ECON 702–784

## Finance

**Prerequisite:** A major in Finance and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department

### Requirement:

#### Research 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
- 120 points: FINANCE 796 Thesis

## 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:

#### Research Masters

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

## International Business

**Prerequisite:** A major in International Business or equivalent courses as approved by the Head of Department

### Requirement:

#### Research Masters

- 15 points: BUSINESS 710
- 15 points from BUSINESS 704, 705
- 15 points from MGMT 711–744
- 75 points from INTBUS 701–712, BUSINESS 704, 705
- 120 points: INTBUS 796 Thesis

## Management

**Prerequisite:** A major in Management or equivalent courses as approved by the Head of Department

### Requirement:

#### Research Masters

- 15 points: BUSINESS 710
- 15 points from BUSINESS 704, 705
- 15 points from INTBUS 701–712
- 75 points from MGMT 711–744, BUSINESS 704, 705
- 120 points: MGMT 796 Thesis

**Marketing**

**Prerequisite:** A major in Marketing and STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:****Research Masters**

- 60 points: MKTG 701, 703, 704, 705
- 60 points from MKTG 702–719
- 120 points: MKTG 796 Thesis

**Requirement:****Research Masters**

- 45 points: INFOSYS 750, 751, OPSMGT 760
- 75 points from INFOSYS 722, 736, 737, 740, OPSMGT 732, 752, 762–766, 780
- 120 points: OPSMGT 796 Thesis

**Operations and Supply Chain Management**

**Prerequisite:** A major in Operations and Supply Chain Management and STATS 255 or equivalent courses as approved by the Head of Department

**Operations Research**

*The MCom in Operations Research was withdrawn in 2009.*

**The Degree of Master of Business Administration – MBA**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - a *either*
    - (i) completed the requirements for any Bachelors degree from The University of Auckland or its equivalent as approved by Senate or its representative
    - 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 and BUSADMIN 765 with an average grade of B+ or higher over the 135 points
    - or*
    - (v) completed the requirements for an equivalent qualification as approved by Senate or its representative
  - and*
  - b normally, at least three years' management experience deemed relevant to the degree by Senate or its representative
  - and*
  - c performed acceptably in any tests of academic aptitude and/or interviews prescribed by Senate or its representative.
- 2 Admission to this degree is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- 3 A student entering this degree under Regulations 1a(i), (ii) or (iv) must:
  - a pass courses with a total value of 240 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c must not exceed 280 points for the total enrolment for this degree.
- 4 A student entering this degree with a Postgraduate Diploma in Business in Administration must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c must not exceed 160 points for the total enrolment for this degree.

**Structure and Content**

- 5 A student enrolled for this degree who is required to complete 240 points must pass each of Parts I, II and III as listed in the Master of Business Administration Schedule.
- 6 A student enrolled for this degree who is required to complete 120 points must pass each of Parts II and III as listed in the Master of Business Administration Schedule.

- 7
  - a A student will not normally be permitted to enrol for Part II unless Part I has been completed with an average grade of B, nor to enrol for Part III unless Part II has been completed.
  - b A student who has failed to pass one of these Parts in its entirety may, at the discretion of Senate or its representative, be allowed to enrol for the course or courses needed to complete that Part, together with a course or courses towards the next Part.
- 8 A student enrolled for this degree who has been credited for another degree or diploma with any courses the same or similar to those listed for this degree, is to substitute for each course so credited an alternative course approved by Senate or its representative.
- 9 The programme for each student requires the approval of the Director of the Programme prior to enrolment.

### Reassignment

- 10 Should a student not complete Part I of the Degree of Master of Business Administration with an average of B, Senate or its representative may approve the reassignment of courses to the Postgraduate Diploma in Business.

### Variations

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

### Commencement

- 12 These regulations came into force on 1 January 2012. The 2006 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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<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> <i>or</i> <ul style="list-style-type: none"> <li>• 120 points from BUSADMIN 761–768</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 75 points from MAORIDEV 731–734, 738, BUSADMIN 761–764, 768</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> <i>or</i> <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> <i>or</i> <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 Commercialisation and Entrepreneurship – MCE

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for a four year undergraduate or honours degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification*or*
  - b completed the requirements for an undergraduate degree and the requirement for a postgraduate diploma deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification*or*
  - c completed the requirements for an undergraduate degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification, and evidence of professional experience considered equivalent to the additional advanced study required in (a) or (b) above.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirements, but who has attained an equivalent qualification or professional experience.
- 3 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

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

### Structure and Content

- 5 **Taught Masters**
  - a A student enrolled for this degree must pass 120 points from courses listed in the Master of Commercialisation and Entrepreneurship Schedule.
  - b A student must complete Part I with at least a B grade average before commencing Part II.
- 6 Cross-credits will not be granted towards the award of the Degree of Master of Commercialisation and Entrepreneurship.
- 7 The programme for each student must be approved by the Programme Director prior to enrolment and, for some students, may include preparatory work as specified by the Director.
- 8 A student who does not meet the requirements for this degree may apply to reassign courses passed for the Master in Commercialisation and Entrepreneurship to the Postgraduate Certificate in Commercialisation and Entrepreneurship.

### Transfer from Postgraduate Certificate in Commercialisation and Entrepreneurship

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

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2012.

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#### Master of Commercialisation and Entrepreneurship (MCE) Schedule

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<b>Taught Masters Requirement:</b> <b>Part I</b> • 60 points: COMENT 703, 704, 708	<b>Part II</b> • 45 points: COMENT 705 • 15 points of approved courses from courses at 700 level offered at this University
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## The Degree of Master of International Business – MIntBus

*Subject to CUAP Approval*

*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 degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
  - or*
  - b completed the requirements for a Bachelor of Commerce (Honours) degree, or equivalent, 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 enrolled for this degree.
- 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 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 entering this degree under Regulation 1b must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- 6 **Taught Masters**
  - a A student enrolled for this degree who is required to complete 240 points must pass each of Parts I, II, III (International Business specialisation) and V as listed in the Master of International Business Schedule.
  - b A student enrolled for this degree who has completed a Bachelor of Commerce, or an equivalent degree in business, and is required to complete 240 points must pass Part I, 120 points of courses in Part III including the requirements for the International Business specialisation, and Parts IV and V as listed in the Master of International Business Schedule.
  - c A student enrolled for this degree who is required to complete 180 points must pass each of Parts I, III (International Business specialisation), IV and V as listed in the Master of International Business Schedule.
  - d A student will not normally be permitted to enrol for Part V unless Part III (International Business specialisation) has been completed with at least a B grade average.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of International Business.
- 8 A student who does not meet the requirements for this degree may apply to reassign courses passed for the Master in International Business 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.

### Commencement

- 10 These regulations came into force on 1 January 2013. The 2009 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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<b>Requirement:</b> <b>Taught Masters</b> <b>Part I</b> • 30 points: BUSMGT 701–704 <b>Part II</b> • 60 points: BUSMGT 711–714 <b>Part III</b> • Accounting: 60 points: BUSMGT 731–734 • Business: 60 points: BUSMGT 721–723 and 732 • International Business: 60 points: BUSMGT 741–744	<b>Part IV</b> • 30 points: BUSMGT 715, 716 <b>Part V</b> • 30 points: BUSINT 701, 702 • 30 points from BUSINT 703–705
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## The Degree of Master of Management – MMgt

*Subject to CUAP Approval*

*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 degree deemed relevant by Senate or its representative with a B- average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
  - or
  - b completed the requirements for a Bachelor of Commerce (Honours) degree, or equivalent, 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 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 for this degree.
- 5 A student entering this degree under Regulation 1b must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and
  - c not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- 6 **Taught Masters**
  - a A student enrolled for this degree who is required to complete 180 points must pass each of Parts I, II, 60 points in one of the specialisations in Part III, and Part IV as listed in the Master of Management Schedule.
  - b A student enrolled for this degree who has completed a Bachelor of Commerce, or an equivalent degree in business, and is required to complete 180 points must pass Part I, 120 points in two of the specialisations in Part III, and Part IV as listed in the Master of Management Schedule.
  - c A student enrolled for this degree who is required to complete 120 points must pass Part I, and 60 points in one of the specialisations in Part III, and Part IV as listed in the Master of Management Schedule.
  - d A student who is required to complete Part II will not normally be permitted to enrol for Part III unless Part II has been completed with at least a B- grade average.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of Management.
- 8 A student who does not meet the requirements for this degree may apply to reassign courses passed for the Master of Management to 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.

### Commencement

- 10 These regulations came into force on 1 January 2013. The 2006 regulations for the Degree of Master of Management were thereby repealed.

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### Master of Management (MMgt) Schedule

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<b>Requirement:</b> <b>Taught Masters</b> <b>Part I</b> • 30 points: BUSMGT 701–704 <b>Part II</b> • 60 points: BUSMGT 711–714	<b>Part III</b> • Accounting: 60 points: BUSMGT 731–734 • Business: 60 points: BUSMGT 721–723, 732 • International Business: 60 points: BUSMGT 741–744 <b>Part IV</b> • 30 points: BUSMGT 715, 716
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## The Degree of Master of Professional Accounting – MProfAcctg

*Subject to CUAP Approval*

*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 degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
  - or*
  - b completed the requirements for a Bachelor of Commerce (Honours) degree, or equivalent, 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 enrolled for this degree.
- 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 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 entering 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 **Taught Masters**
  - a A student enrolled for this degree who is required to complete 240 points must pass each of Parts I, II, III (Accounting specialisation) and V as listed in the Master of Professional Accounting Schedule.
  - b A student enrolled for this degree who has completed a Bachelor of Commerce, or an equivalent degree in business, and is required to complete 240 points must pass Part I, and 120 points in Part III including the requirements for the Accounting specialisation, and Parts IV and V as listed in the Master of Professional Accounting Schedule.
  - c A student enrolled for this degree who is required to complete 180 points must pass each of Parts I, III (Accounting specialisation), IV and V as listed in the Master of Professional Accounting Schedule.
  - d A student will not normally be permitted to enrol for Part V unless Parts III and IV (Accounting specialisation) have been completed with at least a B grade average.
- 7 Cross-credits will not be granted towards the award of the Degree of Master of Professional Accounting.
- 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.

### Commencement

- 10 These regulations came into force on 1 January 2013.

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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 711–714

**Part III**

- Accounting: 60 points: BUSMGT 731–734

- Business: 60 points: BUSMGT 721–723 and 732
- International Business: 60 points: BUSMGT 741–744

**Part IV**

- 30 points: BUSMGT 715, 716

**Part V**

- Accounting: 60 points: BUSACT 701–704
- 

## The Degree of Master of Property – MProp

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a (i) completed the requirements for the Degree of Bachelor of Property  
*and*  
(ii) passed the courses taken for Part III of that degree with an average grade of B or higher
  - or*
  - b (i) completed the requirements for the Degree of Bachelor of Property (Honours)  
*and*  
(ii) achieved an average grade of B or higher
  - or*
  - c (i) completed the requirements for the Postgraduate Diploma in Property  
*and*  
(ii) achieved an average grade of B or higher
  - or*
  - d completed the requirements for any other appropriate Bachelors degree or equivalent qualification as approved by Senate or its representative, provided that the average grade in the final year of study was equivalent to B or higher.
- 2 A student who has not completed all the requirements for the Degree of Bachelor of Property but who has:
  - a passed courses with a total value of at least 330 points for that degree  
*and*
  - b achieved an average grade of B or higher in at least 75 points for Part III
 may, with the approval of the Head of Department of Property, enrol for this degree. The remaining courses for the Degree of Bachelor of Property must be passed within 12 months of initial enrolment for the Master of Property. The Degree of Master of Property will not be awarded until the requirements for the Bachelor of Property have been completed.
- 3 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 4 A student admitted to this degree under Regulations 1a or 1d must:
  - a pass courses with a total value of 240 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
*and*
  - c not exceed 280 points for the total enrolment for this degree.
- 5 A student admitted to this degree under Regulation 1b or 1c must:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
*and*
  - c not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- 6 a A student enrolled for this degree must complete the requirements as listed in the Master of Property Schedule.

- b For students required to pass 240 points, up to 30 points from other subjects listed in the Master of Commerce Schedule, or from other 700 level courses offered at this University may be substituted, provided that such courses are related to the student's research interests. The approval of all Heads of Departments concerned is required.

### **Thesis**

- 7 a A thesis, advanced research studies, or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.
- c A student who has to complete 240 points for this degree and whose programme includes a thesis, advanced research studies or dissertation must, before enrolment for the thesis, advanced research studies or dissertation, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Property.
- d A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Property to the Postgraduate Diploma in Property.

### **Variations**

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

### **Honours**

- 9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### **Commencement**

- 11 These regulations came into force on 1 January 2009. The 2006 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><br><b>Research Masters</b> <ul style="list-style-type: none"> <li>• 120 points: PROPERTY 796 Thesis</li> </ul> |  |
|--|--|

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

- |   |  |
|---|--|
| <b>Requirement:</b><br><b>Research Masters</b> <ul style="list-style-type: none"> <li>• 15 points: PROPERTY 701</li> <li>• 105 points from PROPERTY 713–790</li> <li>• 120 points: PROPERTY 796 Thesis</li> </ul> |  |
|---|--|
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## **The Degree of Master of Taxation Studies – MTaxS**

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

### **Admission**

- 1 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for one of the following:
- the Degree of Bachelor of Commerce (Honours)
  - the Degree of Bachelor of Laws
  - the Degree of Bachelor of Laws (Honours)
  - the Postgraduate Diploma in Business (Taxation) and an undergraduate degree approved by Senate or its representative
  - an alternative degree approved by Senate or its representative
- and
- b passed the specified prerequisite courses or such other alternative courses approved by Senate or its representative.
- c Achieved an average grade of B– or higher in their last equivalent full-time year of study.
- 2 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree a student must pass:
 

*either*

  - a **Research Masters**  
120 points from the Research Masters option listed in the Master of Taxation Studies Schedule
  - or*
  - b **Taught Masters**
    - (i) at least 90 points in courses from the Taught Masters option listed in the Master of Taxation Studies Schedule
    - and*
    - (ii) up to 30 points from courses listed in the Master of Laws Schedule. Students undertaking this option must have the recommendation of the relevant Heads of Department and the approval of the Dean of Faculty of Business and Economics.

### Thesis / Dissertation

- 6
  - a A thesis or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis or dissertation topic must be approved by the relevant Head of Department prior to enrolment.
  - c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 8 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 9 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Master of Taxation Studies were thereby repealed.

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#### Master of Taxation Studies (MTaxS) Schedule

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##### Requirement:

##### Research Masters

- 30 points: COMLAW 740
- 90 points: COMLAW 794 Thesis

##### Taught Masters

- 30 points: COMLAW 740
  - up to 90 points from COMLAW 741, 746–758, 789, 790 Dissertation
- 

## 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 Business and Information Management Schedule or Bachelor of Commerce Schedule
  - b up to 45 points from Stage II courses listed in the Bachelor of Business and Information Management Schedule or Bachelor of Commerce Schedule.
- 7 Up to 30 points above Stage I may be taken from other programmes offered by this University.
- 8 Cross-credits will not be granted towards the Graduate Diploma in Commerce.

### **Variations**

- 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.

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## **Graduate Diploma in Innovation and Entrepreneurship – GradDiplInnovEnt**

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

### **Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for a degree from The University of Auckland with an average grade of at least B–
  - or
  - b attained an equivalent qualification approved by the Senate or its representative.
- 2 With the approval of Senate or its representative, a student may enrol for this graduate diploma after passing at least 345 points for a Bachelors degree requiring 360 points, or 465 points for a Bachelors degree requiring 480 points, or the equivalent in other such degrees of longer duration, with an average grade of at least B–. The graduate diploma will not be awarded until such qualifying degree is completed.
- 3 Admission to the graduate diploma is at the discretion of Senate or its representative.
- 4 A student who has completed the requirements for the Graduate Certificate in Innovation and Entrepreneurship, may on the recommendation of the Programme Director, and with the approval of Senate or its representative, reassign to the Graduate Diploma in Innovation and Entrepreneurship the courses passed for the Graduate Certificate in Innovation and Entrepreneurship.

### **Duration and Total Points Value**

- 5 A student enrolled for this graduate diploma must pass courses with a total value of 120 points.

### **Structure and Content**

- 6 Of the 120 points required for this graduate diploma a student must pass:
  - a 60 points from the courses listed in Part I of the Graduate Diploma in Innovation and Entrepreneurship Schedule
  - and
  - b 60 points, including at least 30 points above Stage II from courses in Part II of the Graduate Diploma in Innovation and Entrepreneurship Schedule.
- 7 Cross-credits will not be granted towards the award of the Graduate Diploma in Innovation and Entrepreneurship.

### **Variations**

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

## Commencement

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

### Graduate Diploma in Innovation and Entrepreneurship (GradDiplInnovEnt) Schedule

<b>Requirement:</b> <b>Part I</b> • 60 points: INNOVENT 201, INNOVENT 301 or 302, INNOVENT 303, BUSINESS 309 <b>Part II</b> <i>either</i> <b>Option 1</b> • 45 points: BUSINESS 307, 308 • 15 points from ACCTG 321, BUSINESS 304, 328, COMLAW 320, ENGGEN 705, INNOVENT 301, 302, 305, INTBUS 201, 306, MKTG 301, SCIGEN 301, or other courses approved by the Programme Coordinator	<i>or</i> <b>Option 2</b> • 30 points from ENGGEN 405, INNOVENT 301, 302 • 30 points from ACCTG 321, BUSINESS 304, 328, COMLAW 320, ENGGEN 405, INNOVENT 301, 302, 305, INTBUS 201, 306, MKTG 301, OPSMGT 357, SCIGEN 301, or other courses approved by the Programme Coordinator
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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:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 6 The total enrolment for this postgraduate diploma must not exceed 160 points.



## Structure and Content

- 7 A student enrolled for this postgraduate diploma must pass courses with a total value of 120 points selected from one of the subjects listed in the Postgraduate Diploma in Business Schedule.
- 8 With the approval of the Director of Postgraduate Diploma in Business a student may substitute a course or courses with other courses listed in another subject area in the Postgraduate Diploma in Business Schedule.
- 9 A student who has been credited for another degree or diploma with any course or workshop the same as or similar to those required in the Postgraduate Diploma in Business Schedule will be required to substitute for each course or workshop so credited such additional course(s) or workshop(s) as the Director of Postgraduate Diploma in Business may approve.

## Variations

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

## Commencement

- 11 These regulations came into force on 1 January 2006. The 2002 regulations for the Postgraduate Diploma in Business were thereby repealed.

### Postgraduate Diploma in Business (PGDipBus) Schedule

<p><b>Administration</b></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>120 points from BUSADMIN 760–769</li> </ul> <hr/> <p><b>Business Development</b></p> <p><i>The PGDipBus in Business Development was suspended in 2009. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.</i></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>75 points: BUSADMIN 761–764, 768</li> <li>45 points: NEWVENT 718, 719, 720</li> </ul> <hr/> <p><b>Finance</b></p> <p><i>The PGDipBus in Finance was withdrawn in 2009.</i></p> <hr/> <p><b>Health Management</b></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>75 points from BUSADMIN 763, 764, 766, POPLHLTH 719, 721</li> <li>15 points from BUSADMIN 760, 762, 765</li> <li>15 points: POPLHLTH 722</li> <li>15 points from MAORHITH 701, POPLHLTH 724, 739</li> </ul> <hr/> <p><b>Human Resource Management</b></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>120 points: HRMGMT 702, 704, 705, 707, 708 plus HRMGMT 706 or 20 points from other courses in the PGDipBus Schedule</li> </ul>	<p><b>Information Systems</b></p> <p><i>The PGDipBus in Information Systems was suspended in 2009. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.</i></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>100 points: INFORM 703–713, OPSMAN 705</li> <li>up to 20 points from other courses listed in the Postgraduate Diploma in Business Schedule selected in agreement with the Programme Coordinator</li> </ul> <hr/> <p><b>Māori Development</b></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>75 points from MAORIDEV 731–734, 738, BUSADMIN 761–764, 768</li> <li>45 points: MAORIDEV 720, 721, 722</li> </ul> <hr/> <p><b>Marketing</b></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>75 points: BUSADMIN 761–764, 768</li> <li>45 points: MARKET 717, 718, 719</li> </ul> <hr/> <p><b>Supply Chain Management</b></p> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>75 points: BUSADMIN 761–764, 768</li> <li>45 points: BUSADMIN 766, OPSMAN 710, INFORM 705</li> </ul>
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## Postgraduate Diploma in Commerce – PGDipCom

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

## Admission

- 1 In order to be admitted to this programme, a student needs to have:
    - a completed the requirements for the Degree of Bachelor of Commerce from The University of Auckland or any other equivalent qualification
    - and
    - b passed the prerequisites for one of the subjects intended for this diploma and achieved a Grade Point Average of 5 or higher in 45 points at Stage III in that major
    - and
    - c the approval of the Dean of Faculty of Business and Economics
- or

- 2
  - a completed the requirements for the Degree of Master of Business Administration from The University of Auckland or an equivalent qualification as approved by Senate or its representative  
*and*
  - b passed at least 120 points above Stage I from courses listed in the Bachelor of Commerce Schedule including at least 45 points above Stage II in the intended subject for this diploma  
*and*
  - c achieved a Grade Point Average of 5 or higher in 45 points in the Stage III courses  
*and*
  - d the approval of the Dean of Faculty of Business and Economics.
- 3 A student who has not completed all the requirements for the degree of Bachelor of Commerce but who has:
  - a passed courses with a total value of at least 330 points for that degree  
*and*
  - b passed all of the specified prerequisite courses listed in the regulations for the intended subject  
*and*
  - c achieved a Grade Point Average of 5 or higher in 45 points in the Stage III prerequisite courses  
*and*
  - d the approval of the Dean of Faculty of Business and Economics
 may, with the approval of the relevant Director of Programme, enrol for this diploma. However, the remaining courses for the Degree of Bachelor of Commerce must be taken and passed within 12 months of initial enrolment for this diploma and the resulting total duration of this programme must not be extended. Should the requirements for the Degree of Bachelor of Commerce not be completed within these 12 months, enrolment for the Postgraduate Diploma in Commerce will be suspended until the requirements for the Bachelors degree are completed.

#### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

#### Structure and Content

- 6 Of the 120 points required for this postgraduate diploma a student must pass:
  - a at least 120 points in one of the subjects listed in the Postgraduate Diploma in Commerce Schedule  
*or*
  - b
    - (i) at least 90 points from courses in one of the subjects listed in the Postgraduate Diploma in Commerce Schedule  
*and*
    - (ii) up to 30 points from courses in a related subject, with the approval of the relevant Directors of Programme.
- 7 Students intending to qualify for entry to the Degree of Master of Commerce must include the prerequisite courses in the intended subject as listed in the Master of Commerce Schedule.

#### Variations

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

#### Distinction

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

#### Commencement

- 10 These regulations came into force on 1 January 2006. The 2000 regulations for the Postgraduate Diploma in Commerce were thereby repealed.

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### Postgraduate Diploma in Commerce (PGDipCom) Schedule

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#### Subjects available:

##### 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 60 points from ACCTG 711–782
- up to 30 points from FINANCE 705, 706, 751–782

### Commercial Law

**Prerequisite:** A major in Commercial Law or equivalent courses as approved by the Head of Department

**Requirement:**

- LAW 788
- 120 points from LAWCOMM 701–769 with the approval of the Deans of Business and Economics, and Law, of the courses taught in their respective Faculties

### Economics

**Prerequisite:** A major in Economics including a pass in each of ECON 201, 211, 221, 381 and either ECON 321 or 322 or equivalent courses as approved by the Head of Department

**Requirement:**

- 120 points from ECON 701–784

### Finance

**Prerequisite:** A major in Finance and MATHS 208 or STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:**

- 30 points: FINANCE 701, 702
- at least 60 points from FINANCE 705, 706, 751–782, including 15 points from FINANCE 751, 761
- up to 30 points from ACCTG 711–782

### 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:**

- 120 points from INFOSYS 720–751

### International Business

**Prerequisite:** A major in International Business or equivalent courses as approved by the Head of Department

**Requirement:**

- 15 points: BUSINESS 710
- 15 points from MGMT 711–744
- 90 points from INTBUS 701–712, BUSINESS 704, 705

### Management

**Prerequisite:** A major in Management or equivalent courses as approved by the Head of Department

**Requirement:**

- 15 points: BUSINESS 710
- 15 points from INTBUS 701–712
- 90 points from MGMT 711–744, BUSINESS 704, 705

### Marketing

**Prerequisite:** A major in Marketing and STATS 208 or equivalent courses as approved by the Head of Department

**Requirement:**

- 60 points from MKTG 701, 703–705
- 60 points from MKTG 702, 710–719

### Operations and Supply Chain Management

**Prerequisite:** A major in Operations and Supply Chain Management and STATS 255 or equivalent courses as approved by the Head of Department

**Requirement:**

- 120 points from ACCTG 722, INFOSYS 722, 734, 737, 740, 750, 751, MGMT 731, OPSMG 732, 752, 760, 762–766, 780

### Operations Research

*The PGDipCom in Operations Research was withdrawn in 2009.*

## Postgraduate Diploma in International Business – PGDipIntBus

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for a Bachelors degree in business or an equivalent qualification approved by Senate or its representative
  - and
  - b achieved an average grade of at least a B or equivalent in that qualification.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this postgraduate diploma must pass courses as listed in the Postgraduate Diploma in International Business Schedule with a total value of 120 points.

### Distinction

- 5 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Variations

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

## Commencement

- 7 These regulations came into force on 1 January 2006.

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### Postgraduate Diploma in International Business (PGDiplntBus) Schedule

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**Requirement:**

- 90 points: INTBUS 721–726
  - 30 points: BUSADMIN 761–766
- 

## Postgraduate Diploma in Management – PGDipMgt

*Subject to CUAP Approval*

*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 Cross-credits will not be granted towards the award of the Postgraduate Diploma in Management.
- 7 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

- 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 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 721–723, 732
  - International Business: 60 points: BUSMGT 741–744
- 

## Postgraduate Diploma in Property – PGDipProp

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

### Admission

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

- a (i) completed the requirements for the Degree of Bachelor of Property  
or  
(ii) completed the requirements for any other degree qualification approved by Senate or its representative that is indicative of ability to undertake advanced study in Property  
and
  - b achieved an average grade of at least B in at least 75 points in Stage III Property courses or equivalent.
- 2 A student who has not completed all the requirements for the Degree of Bachelor of Property but who, for that degree, has:
- a passed courses with a total value of at least 345 points  
and
  - b achieved an average grade of B or higher in at least 75 points for Part III
- may, with the approval of the Head of Department, enrol for this postgraduate diploma. The remaining points required for the Degree of Bachelor of Property must be completed within 12 months of initial enrolment for this diploma. Should the requirements for the Bachelor of Property not be completed in this time, the Postgraduate Diploma in Property enrolment will be suspended until they have been completed.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this postgraduate diploma, a student must pass:
- a at least 120 points from courses listed in the Postgraduate Diploma in Property Schedule  
or
  - b (i) at least 90 points from courses listed in the Postgraduate Diploma in Property Schedule  
and  
(ii) up to 30 points at 700 level from a related subject, provided it is deemed by the Head of Department of Property to be relevant to the student's programme and appropriate to be taken as part of this postgraduate diploma.

### Dissertation

- 6 a A dissertation (when included in the programme) is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The dissertation topic must be approved by the Head of Department of Property prior to enrolment.
- c The dissertation is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

### Variations

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

### Distinction

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

### Commencement

- 9 These regulations came into force on 1 January 2006. The 1997 regulations for the Postgraduate Diploma in Property were thereby repealed.

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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 Dissertation
-

## Graduate Certificate in Innovation and Entrepreneurship – GradCertInnovEnt

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

### Admission

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

### Duration and Total Points Value

- 4 A student enrolled for this graduate certificate must pass courses with a total value of 60 points.

### Structure and Content

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

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2012.

## Postgraduate Certificate in Business – PGCertBus

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or
  - b (i) completed the requirements for a professional qualification in Accountancy, Engineering, Medicine or a related healthcare subject, Science or other discipline deemed relevant to the programme of study by Senate or its representative
  - and
  - (ii) at least two years of relevant work experience approved as appropriate by the relevant Head of Department
  - or
  - c at least five years of employment experience deemed relevant to this programme by Senate or its representative.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.



**Structure and Content**

- 4 A student enrolled for this postgraduate certificate must pass courses with a total value of at least 60 points selected from  
*either*
  - a the courses available for a subject listed in the Postgraduate Diploma in Business Schedule
  - or*
  - b the courses available for the Taught Masters in the Master of Management Schedule.
- 5 The programme for each student must be approved by the Programme Coordinator prior to enrolment.

**Variations**

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

**Commencement**

- 7 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Business were thereby repealed.

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## **Postgraduate Certificate in Commercialisation and Entrepreneurship – PGCertCE**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for a four-year undergraduate or honours degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
  - or*
  - b completed the requirements for an undergraduate degree and the requirement for a postgraduate diploma deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification
  - or*
  - c completed the requirements for an undergraduate degree deemed relevant by Senate or its representative with a B– average or higher in at least 90 points or equivalent in the most advanced courses taken towards this entry qualification, and evidence of professional experience considered equivalent to the additional advanced study required in (a) or (b) above.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirements, but who has attained an equivalent qualification or professional experience.
- 3 Admission to this degree is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- 4 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 5 The total enrolment for this postgraduate certificate must not exceed 80 points.

**Structure and Content**

- 6 A student enrolled for this postgraduate certificate must pass courses with a total value of at least 60 points selected from the courses listed in Part I of the Master of Commercialisation and Entrepreneurship Schedule.
- 7 Cross-credits will not be granted towards the award of the Postgraduate Certificate in Commercialisation and Entrepreneurship.
- 8 The programme for each student must be approved by the Programme Director and, for some students, may include preparatory work as specified by the Director.

**Variations**

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

**Commencement**

- 10 These regulations came into force on 1 January 2012.

**Postgraduate Certificate in Management – PGCertMgt**

*Subject to CUAP Approval*

*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 80 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 Cross-credits will not be granted towards the award of the Postgraduate Certificate in Management.

**Variations**

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

**Commencement**

- 8 These regulations came into force on 1 January 2013.

<b>Postgraduate Certificate in Management (PGCertMgt) Schedule</b>	
<b>Requirement:</b> • 60 points: BUSMGT 711–714	

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## Regulations – Creative Arts and Industries

### Regulations – Architecture

- 146 The Degree of Bachelor of Architectural Studies – BAS
- 146 The Degree of Master of Architecture (Professional) – MArch(Prof)
- 148 The Degree of Master of Architecture – MArch
- 149 Postgraduate Diploma in Architecture – PGDipArch

### Regulations – Fine Arts

- 150 The Degree of Bachelor of Fine Arts – BFA
- 151 The Degree of Bachelor of Fine Arts (Honours) – BFA(Hons)
- 152 The Degree of Bachelor of Visual Arts – BVA
- 153 The Degree of Master of Fine Arts – MFA
- 154 The Degree of Doctor of Fine Arts – DocFA
- 156 Postgraduate Diploma in Fine Arts – PGDipFA

### Regulations – Music

- 157 The Degree of Bachelor of Music – BMus
- 159 The Degree of Bachelor of Music (Honours) – BMus(Hons)
- 160 The Degree of Master of Music – MMus
- 161 The Degree of Doctor of Music – DMus
- 164 The Degree of Doctor of Musical Arts – DMA
- 166 Graduate Diploma in Music – GradDipMus
- 167 Postgraduate Diploma in Music – PGDipMus

### Regulations – Performing Arts

- 168 The Degree of Bachelor of Dance Studies – BDanceSt
- 169 The Degree of Bachelor of Performing Arts – BPerfArts
- 169 The Degree of Bachelor of Dance Studies (Honours) – BDanceSt(Hons)
- 170 The Degree of Master of Creative and Performing Arts – MCPA
- 172 Postgraduate Diploma in Creative and Performing Arts – PGDipCPA

### Regulations – Planning

- 172 The Degree of Bachelor of Planning – BPlan
- 174 The Degree of Master of Planning Practice – MPlanPrac
- 174 The Degree of Master of Planning – MPlan
- 175 The Degree of Master of Urban Planning – MUrbPlan

### Regulations – Urban Design

- 176 The Degree of Master of Urban Design – MUrbDes

## REGULATIONS – ARCHITECTURE

### The Degree of Bachelor of Architectural Studies – BAS

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

#### Duration and Total Points Value

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

#### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
  - a at least 330 points from courses listed in the Bachelor of Architectural Studies Schedule and
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.

#### 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 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 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 Head of School of Architecture and Planning.

#### Variations

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

#### Commencement

- 5 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Bachelor of Architectural Studies were thereby repealed.

#### Bachelor of Architectural Studies (BAS) Schedule

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 300 points: ARCHDES 100, 101, 200, 201, 300, 301, ARCHDRC 102, 202, ARCHTC 102, 235, 236, ARCHTECH 106, 107, 207, 208, 312, 307, ARCHGEN 300</li> </ul>	<ul style="list-style-type: none"> <li>• 20 points from ARCHTC 335–338, 374, 375</li> <li>• 10 points from ARCHDRC 300–304, 370–373</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 enrolled for this degree must:
  - a pass courses with a total value of 240 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 280 points.

### Structure and Content

- 5 Of the 240 points required for this degree, a student must pass:
  - a 120 point Thesis listed in the Master of Architecture (Professional) Schedule
  - and*
  - b 120 points from courses listed in the Master of Architecture (Professional) Schedule, including up to 15 points taken from other 700 level courses offered at this University.
- 6 The programme for each student requires the approval of the Head of School of Architecture and Planning.

### Thesis

- 7 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis topic must be approved by the Head of School of Architecture and Planning prior to enrolment.
- c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2009.

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#### Master of Architecture (Professional) (MArch(Prof)) Schedule

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##### Requirement:

##### Thesis:

- 120 points: ARCHDES 796 Thesis

##### Core Courses:

- 90 points: ARCHDES 700, 701, ARCHPRM 700, 701

##### Elective Courses: 30 points, including

- 15 points from ARCHGEN 711–715
  - or*
  - 15 points from ARCHGEN 721–725
  - or*
  - 15 points from ARCHGEN 731–735, URBDES 702
  - or*
  - 15 points from ARCHGEN 741–745
  - or*
  - 15 points from other 700 level courses offered at this University, approved by the Head of School of Architecture and Planning
-

## 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.

### Thesis

- 6
  - a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis topic must be approved by the Head of School of Architecture and Planning prior to enrolment.



- c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 9 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Master of Architecture were thereby repealed.

### Master of Architecture (MArch) Schedule

<b>Research Masters 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, 721–723, 731, 732, 741–745, URBDES 702</li> </ul>	<b>Sustainable Design 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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## 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.

### Variations

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

### Distinction

- 7 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 8 These regulations came into force on 1 January 2006.

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#### Postgraduate Diploma in 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
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## REGULATIONS – FINE ARTS

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### The Degree of Bachelor of Fine Arts – BFA

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

#### Admission

- 1 Admission to this programme is at the discretion of Senate or its representative.

*Note: To be admitted to the Degree of Bachelor of Fine Arts a student must meet University entry criteria and, through the submission of a portfolio of recently completed art and/or design work, demonstrate artistic and creative skills and knowledge required for the programme. An interview may be required.*

#### Duration and Total Points Value

- 2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

#### Structure and Content

- 3 Of the 480 points required for this degree, a student must pass:
- at least 450 points from courses listed in the Bachelor of Fine Arts Schedule 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.
- 4
- A student must pass each of Parts I, II, III, and IV as listed in the Bachelor of Fine Arts Schedule.
  - 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.
    - 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.
    - Only in exceptional circumstances will a student be permitted to enrol for Part III unless Part I has been completed, or to enrol for Part IV unless Part II has been completed.
    - A student will not be permitted to enrol for Part IV if they have not completed the requirements listed in Regulation 3b.

*Note: On completion of all requirements for Parts I, II and III, a student who achieves an average grade of B or higher in Part III compulsory 90 points Fine Arts courses and elective 15 point Fine Arts/ Arts course will be eligible to apply for admission to the Degree of Bachelor of Fine Arts (Honours).*

#### General Education Exemptions

- 5
- A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:
 

*either*

    - completed an undergraduate degree at a tertiary institution
    - or*
    - commenced study for this degree at a tertiary institution before 1 January 2006
    - or*
    - been admitted to this degree with credit from another tertiary institution of 240 points or more.
  - 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 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 Head of School of Fine Arts.

### Conjoint Degrees

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

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2008. The 2006 regulations for the Degree of Bachelor of Fine Arts were thereby repealed.

### Bachelor of Fine Arts (BFA) Schedule

<p><b>Requirement:</b> <b>Core Courses</b> <b>Part I</b></p> <ul style="list-style-type: none"> <li>• 90 points: FINEARTS 101–104</li> <li>• 30 points from ARTHIST 106–109, 112, 115, COMPLIT 100, ENGLISH 101, FTVMS 100, 101, 110, MĀORI 101, 103, 130, PACIFIC 102, 105, 110, PHIL 100–103, 105, 152</li> </ul> <p><b>Part II</b></p> <ul style="list-style-type: none"> <li>• 90 points: FINEARTS 201–203, 206</li> <li>• 15 points from FINEARTS 204 or ARTHIST 204, 217, COMPLIT 200, FTVMS 203, MĀORI 240, 241, PHIL 212, 215, 221</li> <li>• 15 points from courses listed in the General Education Schedules approved for this degree</li> </ul>	<p><b>Part III</b></p> <ul style="list-style-type: none"> <li>• 90 points: FINEARTS 302–304, 307</li> <li>• 15 points from FINEARTS 305 or 204 or ARTHIST 204, 217, COMPLIT 200, FTVMS 203, MĀORI 240, 241, PHIL 212, 215, 221</li> <li>• 15 points from courses listed in the General Education Schedules approved for this degree</li> </ul> <p><b>Part IV</b></p> <ul style="list-style-type: none"> <li>• 120 points: FINEARTS 408, 409</li> </ul> <p><b>Optional Courses</b></p> <ul style="list-style-type: none"> <li>• FINEARTS 105, 205, 306, 400, 407</li> </ul>
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## The Degree of Bachelor of Fine Arts (Honours) – BFA(Hons)

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

### Admission

- 1
  - a No student on whom the Degree of Bachelor of Fine Arts has already been conferred may enrol for this degree.
  - b At the discretion of the Dean of Faculty of Creative Arts and Industries a student who has completed Parts I, II and III for the Degree of Bachelor of Fine Arts may be permitted to enrol for this degree.
  - c Where the Faculty of Creative Arts and Industries approves enrolment for the Degree of Bachelor of Fine Arts (Honours) the courses previously passed for the Degree of Bachelor of Fine Arts will be reassigned to the Degree of Bachelor of Fine Arts (Honours).

### Duration and Total Points Value

- 2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 3 Of the 480 points required for this degree, a student must pass:
  - a 360 points from the Degree of Bachelor of Fine Arts Schedule  
and
  - b 120 points from courses listed in the Bachelor of Fine Arts (Honours) Schedule.
- 4 The programme for each student requires the approval of the Dean of Faculty of Creative Arts and Industries.

### Conjoint Degrees

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

### Research Project

- 6 a The research project is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Creative Arts and Industries.
- b The research project topic must be approved by the Dean of Faculty of Creative Arts and Industries prior to enrolment.
- c The research project is to be completed by the last day of the final semester of enrolment in the research project. If, in exceptional circumstances beyond the student's control, the research project has not been able to be completed by the above deadline, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.

### Award of Honours

- 7 This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Fine Arts (Honours), is sufficiently high to deserve Honours.

### Withdrawal from Honours

- 8 A student whose work does not satisfy the standard specified in Regulation 7, or who at any time chooses to withdraw from Honours, may transfer from the Degree of Bachelor of Fine Arts (Honours) to the Degree of Bachelor of Fine Arts. In that case the courses already passed for, or credited to, the Degree of Bachelor of Fine Arts (Honours) may be reassigned to the Degree of Bachelor of Fine Arts, except for any research project taken under Regulation 3b.

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2008.

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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 Visual Arts – BVA

*New admissions into Part I of the Degree of Bachelor in Visual Arts were suspended in 2010.*

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

### Admission

- 1 Admission to this programme is at the discretion of Senate or its representative.
- Note: To be admitted a student must meet University entry criteria and, through the submission of a portfolio of recently completed artwork, demonstrate artistic skills and knowledge required for the course. An interview may be required.*

### Duration and Total Points Value

- 2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 3 Of the 480 points required for this degree, a student must pass:
- a at least 450 points from the courses listed in the Bachelor of Visual Arts Schedule  
and
- b 30 points from courses offered in the General Education Schedule approved for this degree.
- 4 a A student must pass each of Parts I, II, III and IV as listed in the Bachelor of Visual Arts Schedule.

- b (i) A student will not normally be permitted to enrol for Part II unless Part I has been completed, nor to enrol for Part III unless Part II has been completed, nor to enrol for Part IV unless Part III has been completed.
- (ii) Nevertheless, a student who has failed to pass one of those Parts in its entirety may be allowed at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
- (iii) Only in exceptional circumstances will a student be permitted to enrol for Part III unless Part I has been completed, or to enrol for Part IV unless Part II has been completed.
- (iv) Only in exceptional circumstances will a student be permitted to enrol for Part IV if they have not completed the requirements listed in Regulation 3b.

### General Education Exemptions

- 5 a A student is exempted from the requirement to pass courses offered in the General Education 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 available for this degree.
- c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
  - (i) 15 points from courses offered in the General Education Schedules
  - and*
  - (ii) a further 15 points from courses available for this degree.
- d Notwithstanding the provisions of 5c, a student who has been admitted to this degree with credit from the Diploma in Visual Arts taught at Manukau Institute of Technology must pass 30 points from courses offered in the General Education Schedules for this degree.

### Variations

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

### Commencement

- 7 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Bachelor of Visual Arts were thereby repealed.

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### Bachelor of Visual Arts (BVA) Schedule

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<b>Requirement:</b> <b>Part I</b> • 120 points: VISARTS 151, 152, 161, 162, 171, 172 <b>Part II</b> • 90 points from VISARTS 261, 262, 271–276 • 15 points: VISARTS 251 • 15 points from courses listed in the General Education Schedules approved for this degree	<b>Part III</b> • 90 points from VISARTS 361, 362, 371–374 • 15 points: VISARTS 351 • 15 points from courses listed in the General Education Schedules approved for this degree <b>Part IV</b> • 120 points: VISARTS 471, 472
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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:
  - a completed the requirements for the Degree of Bachelor of Fine Arts (Honours) or the Postgraduate Diploma in Fine Arts or an equivalent qualification approved by Senate or its representative
  - and*
  - b passed the Bachelor of Fine Arts (Honours) or the Postgraduate Diploma in Fine Arts with an average grade of B or higher.
- 2 Admission to the degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

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

### Structure and Content

- 4 **Research Masters**  
A student enrolled for this degree must pass courses with a total value of 120 points from one of the options listed in the Master of Fine Arts Schedule.

### Studio / Thesis / Research Portfolio

- 5
  - a The studio, thesis or research portfolio is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative.
  - b The studio, thesis or research portfolio topic must be approved by the Head of School of Fine Arts prior to enrolment.
  - c The studio, thesis or research portfolio is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 7 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 8 These regulations came into force on 1 January 2008. The 2006 regulations for the Degree of Master of Fine Arts were thereby repealed.

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#### Master of Fine Arts (MFA) Schedule

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##### Requirement: Research Masters

either

- 120 points: FINEARTS 796 Fine Arts Studio

or

- 120 points: FINEARTS 797 Fine Arts Thesis
  - or
  - 120 points: FINEARTS 798 Fine Arts Research Project
- 

## The Degree of Doctor of Fine Arts – DocFA

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

### Preamble

- 1
  - a A candidate for the Degree of Doctor of Fine Arts is required to pursue an approved programme of advanced study and research as an enrolled student of the University.
  - b It is expected that this programme will normally be completed within four years of equivalent full time study but in no less than three years.
  - c The Degree of Doctor of Fine Arts is awarded for a formal and systematic exposition of a coherent programme of advanced creative work supported by a written submission and carried out over the period of registration for the degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:
    - (i) to be an original and substantial creative work
    - and
    - (ii) to meet internationally recognised standards for such work
    - and
    - (iii) whose supporting documentation is an original contribution to professional practice in the field of Fine Art and demonstrates a knowledge of the artistic practices and literature relevant to the subject of the work and the ability to exercise critical and analytical judgment of them.
  - d The 'thesis' is taken as being the exposition of creative work and supporting documentation referred to above. The format for exposition of the creative work will normally be an exhibition, performance or publication.



- e All research for the thesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.

### Eligibility

- 2 A candidate for the Degree of Doctor of Fine Arts is required to have:
  - a (i) completed the requirements for the award of either the Degree of Master of Fine Arts with First Class or Second Class Honours First Division at The University of Auckland  
or
  - (ii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent
 and
  - b demonstrated an ability to pursue doctoral level research in the field of Fine Arts.
- c A candidate for the Degree of Doctor of Fine Arts must have applied for admission and been admitted to The University of Auckland.

### Duration

- 3 A candidate must complete the requirements for this degree within not less than three full-time years and not more than four full-time years, or their part-time equivalent, from the date of registration, unless permitted to do otherwise by the Board of Graduate Studies under Regulation 8 of these regulations.

### Registration

- 4 a The Board of Graduate Studies, on the recommendation of the Head of Elam School of Fine Arts, is to determine whether the candidate may be registered and the date of registration.
- b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates.

### Structure and Content

- 5 A student enrolled for this degree must pass FINEARTS 894 Studio (360 points).

### Reviews of Progress

- 6 Reviews of progress and continuation of registration will be made according to Regulation 2 of the General Regulations for Named Doctorates.

### Enrolment and Fees

- 7 Enrolment and fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates.

### Changes to the Conditions of Registration

- 8 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates.

### Submission

- 9 a A candidate must apply to be examined, at the Graduate Centre, at least three months prior to the date on which the creative work will be available for examination. The application requires the approval of the Head of School and must include:
  - (i) a brief statement describing the creative work to be examined
 and
  - (ii) a statement as to the availability of the work for examination.  
If a candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit to the Graduate Centre at this time the name of this person and a statement in writing as to the nature of the conflict of interest.
- b At least one month prior to the date of the oral examination, the candidate must submit three copies of the written documentation to the Graduate Centre. With the written permission of the main supervisor, this may be supported by other media such as photographic, audio and video recordings. The submission is to be accompanied by a statutory declaration, signed by the candidate, stating that the submission is the candidate's own work and that no part of the thesis has been submitted or accepted for any other degree or diploma.
- c The written documentation is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration.

### Examination

- 10 The oral examination will take place during the period in which the creative work is being examined and on the site of that creative work. The examination process will otherwise follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2011, except that Clauses 9f, 9g, 9k(ii), 9m, 9n, 9o(i) and 9q of the Statute for the Degree of Doctor of Philosophy 2011 will not apply, and:

- a Both of the examiners appointed under Clause 9d of the Statute for the Degree of Doctor of Philosophy 2011 must be able to attend the examination.
- b Each examiner will be provided with a copy of the written submission, and is to independently examine the creative work prior to the oral examination.
- c The following procedure will apply to the oral examination, and replaces that of Clause 9m of the Statute for the Degree of Doctor of Philosophy 2011:
  - (i) The Head of School (or nominee) will arrange this examination, to take place after the examiners have completed their independent examinations but during the period in which the creative work is available for examination and on or near the site of that work.
  - (ii) The Board of Graduate Studies, on the recommendation of the Head of School, will appoint a person to act as an independent chair of the oral examination. The chair must be a member of the academic staff of the University, but will not normally be a member of the faculty in which the candidate is registered.
  - (iii) The examination must be attended by the candidate, both examiners, the chair and the Head of School nominee on the Examination Committee.
- d Acting independently, each examiner will provide the Graduate Centre, within two months of the date of the oral examination, with a written report in English on the quality of the thesis according to the criteria outlined in Clause 1c above. The examiners will include with their reports one of the following recommendations:
  - (i) to award the degree
  - or
  - (ii) to permit the candidate to revise the thesis and resubmit it for examination on one further occasion only
  - or
  - (iii) not to award the degree.
- e On successful completion of the examination the candidate must provide a substantial documentation of the thesis, approved by the Examination Committee. Three hardbound copies of the documentation must be deposited with the Graduate Centre. The degree will not be conferred until this requirement has been complied with.

### Variations

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

### Appeals

- 12 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

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

### Transitional Arrangements

- 14 a These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Doctor of Fine Arts were thereby repealed.
- b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

## Postgraduate Diploma in Fine Arts – PGDipFA

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

### Admission

- 1 In order to be admitted to this programme a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Fine Arts or Bachelor of Visual Arts from this University or an equivalent qualification as approved by Senate or its representative
  - and
  - b achieved an overall grade of B or higher in the final year of that degree.
- 2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

**Structure and Content**

- 4 A student enrolled for this postgraduate diploma must pass 120 points FINEARTS 756 Research Project.
- 5 A student must carry out work to the satisfaction of Senate or its representative within an individually planned programme approved by the Head of School of Fine Arts, including the presentation of an exhibition of his or her work deemed appropriate by Senate or its representative.
- 6 The programme for each student requires the approval of the Head of School of Fine Arts.

**Distinction**

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

**Variations**

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

**Commencement**

- 9 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Fine Arts were thereby repealed.

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## REGULATIONS – MUSIC

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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 specialise in Performance, a student must demonstrate at an audition the musical and performing skills required for the programme as well as meeting University entry criteria.*

**Duration and Total Points Value**

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

**Structure and Content**

- 3 Of the 360 points required for this degree, a student must pass:
  - a at least 300 points from courses listed in the Bachelor of Music Schedule, including:
    - (i) at least 180 points above Stage I
    - (ii) the courses specified for one of the majors listed in the Bachelor of Music Schedule, of which at least 75 points must be above Stage II
  - and
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
- 4 Up to 30 points may be substituted for elective courses in the Bachelor of Music Schedule from courses in other programmes offered at this University.

**General Education Exemptions**

- 5 a A student is exempted from the requirement to pass courses offered in the General Education 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 Head of School of Music.
- 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 Head of School of Music.

### Practical Requirements

- 6 In any course that includes performance work of a practical nature, a student must comply with the requirements for that course as specified by the Head of School of Music.

### Conjoint Degrees

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

### Variations

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

### Commencement

- 9 These regulations came into force on 1 January 2012. The 2006 regulations for The Degree of Bachelor of Music were thereby repealed.

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## Bachelor of Music (BMus) Schedule

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Subjects available for majors:

### Classical Performance

#### Major must include:

- 105 points: MUS 101, 102, 120–122, 140, 160 or 106
- 120 points: MUS 201, 202, 220–224, and either 240 or 241
- 60 points: MUS 320–323
- at least 15 points from MUS 306–389

#### Elective Courses

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

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

### Composition

#### Major must include:

#### Core courses

- 120 points: MUS 101, 102, 110, 111, 140, 201, 202, 340 or 342
- and include one of the following options:

#### Option 1: Instrumental and Vocal Composition

- 45 points: MUS 210, 211, 214
- 60 points: MUS 310–312, 314

#### Option 2: Sonic Arts

- 45 points: MUS 215–217
- 60 points: MUS 312, 315, 316, 317

#### Elective Courses

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

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

### Jazz Performance

#### Major must include:

- 105 points: MUS 170–176
- 90 points: MUS 270–275
- 75 points: MUS 370–372, 375, 376

#### Elective Courses

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

### Musicology

#### Major must include:

#### Core courses

- 105 points: MUS 101, 102, 140, 201, 202, 240, 241
- and include one of the following options:

#### Musicology

- 30 points: MUS 341, 340 or 342
- at least 45 points from MUS 306–389

#### Music Education

- 60 points: MUS 106, 160, 260, 261
- at least 30 points from MUS 360, 361, EDCURRIC 368
- at least 45 points from MUS 306–389

#### Ethnomusicology

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

#### Elective Courses

**Musicology:** 150 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

**Music Education:** 90 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357, EDCURRIC 368

**Ethnomusicology:** 120 points from MUS 100–389, ANTHRO 103, 106, 202, 216, 217, 234, 301, 327, 329, 333, 357

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

### Popular Music

#### Major must include:

- 120 points: MUS 119, 180–185, ANTHRO 106
- 120 points: MUS 219, 280–286
- 75 points: MUS 380, 381, 382, MUS 388 or 389, MUS 383 or ANTHRO 357

#### Elective Courses

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

## The Degree of Bachelor of Music (Honours) – BMus(Hons)

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Music or an equivalent qualification as approved by Senate or its representative
  - and
  - b passed the specified required Stage III courses in the major subject with an average grade of at least B
  - and
  - c approval from the Head of School of Music.
- 2 A student who has not completed the requirements for the Degree of Bachelor of Music but who has:
  - a passed courses with a total value of at least 340 points for that degree
  - and
  - b passed the required Stage III courses for the major subject with an average grade of at least Bmay, with the written approval of the Head of School of Music, enrol for this degree concurrently with the remaining courses for the Degree of Bachelor of Music. The Degree of Bachelor of Music (Honours) will not be awarded until the requirements for the Bachelor of Music have been completed.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 A student enrolled for this degree must pass at least 120 points from one of the subjects listed in the Bachelor of Music (Honours) Schedule.
- 6 Up to 30 points may be substituted from other 700 level courses offered at this University, with the approval of all Heads of Departments concerned.
- 7 30 points of the Bachelor of Music (Honours) degree must consist of courses from MUS 701, 726, 740, 741, 742, 748, 760, 761, 790, or other courses as approved by the Head of School of Music.
- 8 The programme for each student must be approved by the Graduate Adviser of Music and the Head of School of Music prior to enrolment.

### Practical Requirements

- 9 In any course that includes performance work of a practical nature a student must comply with the requirements for that course as specified by the Head of School of Music.

### Dissertation

- 10
  - a A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Head of School of Music.
  - b The dissertation topic must be approved by the Head of School of Music prior to enrolment.
  - c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Enrolment for Two Programmes

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

### Variations

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

### Honours

- 13
  - a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Music (Honours) is sufficiently high to deserve Honours.



- b Should a student fail to qualify for the award of the Degree of Bachelor of Music (Honours), Senate or its representative may approve the reassignment of points towards the Graduate Diploma in Music or Postgraduate Diploma in Music.
- 14 Where the standard specified in Regulation 13a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

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

### Bachelor of Music (Honours) (BMus(Hons)) Schedule

#### Subjects available:

#### Classical Performance

**Prerequisite:** A major in Classical Performance

**Requirement:**

- 60 points: MUS 720, 721
- 60 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

#### Composition

**Prerequisite:** A major in Composition

**Requirement:**

*either*

##### Vocal and Instrumental

- 60 points: MUS 710, 714
- 60 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

*or*

##### Sonic Arts

- 60 points: MUS 715, 716
- 60 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

#### Jazz Performance

**Prerequisite:** A major in Jazz Performance

**Requirement:**

- 90 points: MUS 770, 771, 772, 773
- 30 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

#### Musicology

**Prerequisite:** A major in Musicology

**Requirement:**

*either*

#### Musicology

- 30 points: MUS 701, 740
- 30 points: MUS 742 or 790
- 60 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

*or*

#### Music Education Research

- 30 points: MUS 741, 760
- 30 points: MUS 742 or 790
- 60 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753, EDCURRIC 750, EDPROFST 725

*or*

#### Ethnomusicology

- 30 points: ANTHRO 780
- 30 points: ANTHRO 727 or 733
- 60 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

#### Popular Music

**Prerequisite:** A major in Popular Music

**Requirement:**

- 60 points: MUS 780, 781
- 30 points from MUS 782, 783, 784
- 30 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

#### Studio Pedagogy

**Prerequisite:** A major in Classical Performance

**Requirement:**

- 90 points: MUS 724, 725, 741, 761
- 30 points from MUS 701–790, ANTHRO 727, 728, 733, 734, 753

## 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

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

  - completed the requirements for an equivalent qualification deemed appropriate by Senate or its representative.

### Duration and Total Points Value

- A student enrolled for this degree must:
  - pass courses with a total value of 120 points

*and*

  - 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

### 4 Research Masters

A student enrolled for this degree must pass courses with a total value of 120 points in one of the specialisations listed in the Master of Music Schedule.

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

## Thesis

- 6
  - a A thesis, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis topic must be approved by the Head of School of Music prior to enrolment.
  - c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

## Composition Portfolio

- 7
  - a A composition portfolio, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The composition portfolio is to be completed and submitted in accordance with the General Regulations – Masters Degrees.
  - c A certificate from the Supervisor stating that the work has been carried out under supervision must accompany the composition portfolio when it is submitted.

## Performance

- 8 A student completing the Performance specialisation is to present:
  - a a concert recital of one to one-and-a-half hours duration, the programme to be approved by the Head of School of Music  
*and one of the following:*
  - b a concerto or similar work with orchestra
  - c a lecture recital
  - d a chamber work or works
  - e such other work as has been approved by the Head of School of Music.

## Variations

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

## Honours

- 10 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

## Commencement

- 11 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Master of Music were thereby repealed.

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### Master of Music (MMus) Schedule

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#### Specialisations available:

<b>Research Masters Requirement:</b> <i>either</i> <b>Composition</b> • 120 points: MUS 795 Composition Research Portfolio <i>or</i>	<b>Musicology</b> • 120 points: MUS 796 Thesis <i>or</i> <b>Performance</b> • 120 points: MUS 792 Performance Research
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## The Degree of Doctor of Music – DMus

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

## Admission

- 1 A candidate for this degree needs to apply through the Head of School of Music for registration and to:
  - a have completed the requirements for the Degree of Master of Music at The University of Auckland or an equivalent qualification approved by Senate or its representative*and*

- b demonstrate adequate training and ability to follow a course of advanced study in musical composition.
- 2 a Senate or its representative, having received a recommendation from the Head of School of Music, is to determine whether the candidate is to be registered and the date and the conditions of registration.
- b A recommendation is to include:
  - (i) the proposed date of the registration
  - (ii) the name of the supervisor or supervisors from the members of the academic staff
  - (iii) satisfactory evidence of the candidate's training and ability to follow the proposed programme.

### Duration and Total Points Value

- 3 a A candidate for this degree must normally follow a programme of two full-time years from the date of registration and pass a course of advanced study in musical composition.
- b After completing the initial two years of full-time study, a candidate may apply to Senate or its representative for permission to continue as a part-time student.
- c In exceptional circumstances, Senate or its representative may permit a student who has held the accepted prerequisite qualification for over five years, to proceed directly to apply to be examined.

### Structure and Content

- 4 a Each candidate is to complete a course of advanced study – MUSIC 894 Composition (360 points) – to the satisfaction of the supervisor or supervisors and the Head of School of Music.
- b The supervisor is to submit a brief report to Senate or its representative on the progress of each candidate at the end of each year of study.
- c Should such a report be unfavourable, Senate or its representative may terminate a candidate's enrolment in this degree.

### Content of Examination

- 5 a A candidate is to submit for examination original and substantial work, consisting of not more than three pieces, each of which may be within any of the following classes:
  - (i) orchestral work
  - (ii) opera
  - (iii) work using vocal, keyboard or ensemble resources
  - (iv) presentation of Music Theatre
  - (v) electronic music.
- b Electronic resources may be included in work within classes (i), (ii), (iii), or (iv) in Regulation 5a.
- 6 With the application to be examined, each candidate is also to submit:
  - a three copies of the work or works to be examined
  - and*
  - b a statutory declaration which:
    - (i) states the extent to which the work is the candidate's own and, in the case of joint work, identifies as clearly as possible which parts are the candidate's own
    - and*
    - (ii) states what portion, if any, of the work submitted has been previously presented for a degree or diploma of this or any other tertiary institution
    - and*
    - (iii) declares that the work, in substantially its present form, has not been previously accepted for the award of a degree or diploma in this or any other tertiary institution and is not being submitted for a degree or diploma in any other tertiary institution.

### Examination

- 7 A candidate is to apply in writing to the Graduate Centre to be examined for the degree within five years of initial enrolment. In exceptional circumstances, Senate or its representative may extend this period.
- 8 After the candidate's application to be examined has been accepted, Senate, on the recommendation of the Head of School of Music, is to appoint as examiners:
  - a the supervisor or supervisors
  - and*
  - b one person who is to be a member of staff of another university in New Zealand
  - and*

- c one person who is resident outside New Zealand provided that Senate may, on the recommendation of the Head of School, appoint a further examiner and, in exceptional circumstances, two further examiners.
- 9 Each examiner is to:
  - a assess the submitted work
  - and
  - b report independently to Senate on the quality of the work
  - and
  - c recommend to Senate whether the Degree of Doctor of Music should be awarded.
- 10 Where the recommendation is that the degree should not be awarded, the Examiners may recommend that the candidate be permitted to resubmit the work at a later date.

### Direct Examination

- 11 For a candidate who is eligible under Regulation 3c to apply to be examined directly, Senate, as soon as possible after the application is lodged, is to appoint a Moderator who is to:
  - a consider the work and submit to Senate, through the Registrar, a preliminary report, which is to indicate whether, in their opinion, the examination should proceed or whether the candidate should be advised to withdraw the application
  - and
  - b state the names of not fewer than two persons recommended as suitable examiners.
- 12 Senate is to consider the Moderator's report and decide whether to proceed with the examination.
- 13 Where it is agreed that the examination is to proceed:
  - a Senate is to appoint two independent external examiners of whom at least one is normally resident outside New Zealand, without being restricted to the persons recommended under Regulation 11b.
  - b Senate may appoint an additional examiner who may be a member of the teaching staff of The University of Auckland.
  - c the contents of the Moderator's report are not to be communicated to the examiners.
- 14 The duties of each examiner appointed under Regulation 13 are:
  - a to report independently on the quality of the work and its value as a significant contribution to learning
  - and
  - b to recommend whether or not the degree is to be awarded provided that, where the recommendation is that the degree is not to be awarded, the examiner may recommend that the candidate be permitted to resubmit the work with further published work at a later date. A resubmission has to be accompanied by a further full examination fee.
- 15 The reports are to be sent to the Graduate Centre who is to refer them to the Moderator.
- 16 The Moderator is to consider the reports of the Examiners and prepare a final report which, together with the reports of the Examiners, is to be placed before Senate which is to determine whether the Degree may be awarded.
- 17 If Senate has determined that the examination should not proceed or that the degree should not be awarded (under Regulation 14b), the student may not lodge a further application to be examined for a higher degree before five years or more has elapsed from the date of Senate's decision. If the examination is not to proceed the candidate is entitled to a refund of half of the fees paid.

### Conflicting Examiners' Reports

- 18 Where only two Examiners have been appointed and their recommendations are conflicting, the Moderator or the Head of School of Music, as appropriate, is to submit to Senate the name of a further person qualified to act as an Examiner. Senate is then to appoint the person so named or some other suitable person to be an additional Examiner who is to furnish an independent report in accordance with the provisions of Regulation 9 or Regulation 14. This report is to be considered by Senate together with the other reports.

### Commencement

- 19 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Doctor of Music were thereby repealed.
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## The Degree of Doctor of Musical Arts – DMA

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

### Preamble

- 1 A candidate for the degree of Doctor of Musical Arts is required to pursue an approved programme of advanced study and research as an enrolled student of the University.
- 2 The degree of Doctor of Musical Arts is awarded for the successful pursuit of a coherent programme of advanced performance work that is firmly supported by a written submission (the “Exegesis”) and carried out over the period of registration for the Degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies both the following criteria:
  - a the consistent exhibition of performance skills at the highest professional levels  
and
  - b the provision of supporting documentation (the “Exegesis”) that makes an original contribution to the field of knowledge relating to Music Performance, and shows an ability to articulate critical judgment and performance theory, while demonstrating a knowledge of the literature relevant to the history and performing practice of the music contained in the candidate’s examinable programmes.
- 3 All research for the Exegesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.

### Eligibility

- 4 A candidate for the Degree of Doctor of Musical Arts is required to have:
  - a completed the requirements for the Degree of Master of Music of this University with First Class Honours or Second Class Honours First Division, unless an equivalent qualification is approved by Senate under the Admission Regulations  
and
  - b demonstrated, to the satisfaction of the Head of School of Music, in consultation with the School of Music Postgraduate Committee, the level of training and ability that is necessary for the pursuit of a programme of advanced study in music performance and research.

### Admission

- 5 **Admission Essential**  
Every candidate for the Degree of Doctor of Musical Arts must have applied for admission and have been admitted to The University of Auckland.

### Duration and Total Points Value

- 6 A candidate enrolled for this degree must normally follow a programme of 36 full-time months (or the part-time equivalent) and pass an approved three-part programme of advanced study in music performance and research with a total value of 360 points.

### Registration

- 7
  - a The Board of Graduate Studies, on the recommendation of the Dean of the Faculty of Creative Arts and Industries, is to determine whether the candidate may be registered and the date of registration.
  - b Conditions of registration will be determined in accordance with Clause 1 of the General Regulations for Named Doctorates.

### Reviews of Progress

- 8 Reviews of progress and continuation of registration will be made according to Clause 2 of the General Regulations for Named Doctorates.

### Changes to the Conditions of Registration

- 9 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Clause 4 of the General Regulations for Named Doctorates.

### Structure and Content

- 10
  - a During the period of Registration a candidate will undertake a three-part programme of academic and practical research in performance, repertoire and pedagogy relating to the candidate’s instrument or performance medium, and present a total of five public recitals each of approximately 90 minutes’ duration, including, in Part III, the Final Recital.
  - b The candidate’s recitals must provide a balanced programme comprising solo and ensemble repertoire which must include music of historical significance, recognised virtuoso pieces, and

works of a demanding contemporary nature. In every case except for the Final Recital, the candidate's proposed programme is to be approved by the performance supervisor and the Head of School of Music at least three months before the recital date. The proposed programme for the Final Recital must be included in the candidate's Annual Report at the end of Part II. The proposed Final Recital programme may be changed with the approval of the performance supervisor and the Head of School of Music six months before the recital date.

#### **Part I**

- c During Part I of the degree (normally comprising one year, or two years part-time) the candidate will present a minimum of one and a maximum of two recitals, as prescribed in 10b above.
- d Towards the end of Part I, the candidate will propose a topic for the Exegesis, which will relate to the candidate's performance interests or specialisation, and be approved by the supervisor and Head of Department of School of Music.
- e The candidate's registration will be confirmed upon completion of Part I, in accordance with Clause 2 of the General Regulations for Named Doctorates.

#### **Part II**

- 11 a During Part II of the degree (normally comprising one year, or two years part-time) the candidate will continue to undertake supervised research in performance, and on the approved Exegesis topic.
- b To complete Part II, the candidate must present:
  - (i) a minimum of two and a maximum of three recitals, so that a total of four recitals has been presented for Parts I and II together
  - (ii) a seminar presentation on the Exegesis research, in consultation with the appropriate supervisor or supervisors.

#### **Part III**

- 12 During Part III of the degree, (normally comprising one year, or two years part-time) the candidate will complete and submit the Exegesis, and will present a Final Recital, with a programme that is linked to the Exegesis topic in such a way that the candidate's theoretical and aesthetic ideals are clearly articulated through both the musical performance and the written submission.
- 13 All performances except the Final Recital will be assessed by panels appointed by the Head of School of Music. The panels will consist of the Head of School of Music or nominee, an internal moderator and one external examiner of international expertise and distinction.

### **Submission**

- 14 a Three months prior to the date of the Final Recital a candidate must apply in writing to be examined, through the Graduate Centre.
- b The application is to include details of the programme, as approved by the Head of School of Music, in accordance with Clause 10b. If a candidate has reason to believe that any person would be unsuitable to serve as an examiner on the grounds of conflict of interest, he or she may also submit to the Graduate Centre at this time the name of this person or persons and a statement in writing as to the nature of the conflict of interest.
- c Two months prior to the date of the Final Recital, the candidate must submit to the Graduate Centre three bound copies of the Exegesis, and a signed, statutory declaration, stating that the submission is the candidate's own work and that no part of the Exegesis has been submitted or accepted for any other degree or diploma. The Exegesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration.

### **Examination**

- 15 a The final examination will take the Exegesis and the Final Recital into joint consideration, and will include an Oral Examination, which will normally be held on the day following the Final Recital.
- b The Exegesis will be examined by two external examiners of international expertise and distinction, both of whom will be appointed by the Board of Graduate Studies on the recommendation of the Head of School of Music and one of whom will usually be resident overseas.
- c Each examiner will be provided with a copy of the Exegesis which is to be examined independently and reported on to the Board of Graduate Studies prior to the Final Recital, which both examiners must attend.
- d In their assessment of the Exegesis, the examiners will indicate whether it is of an acceptable standard, either as it stands or subject to minor corrections; examiners may also indicate a provisional assessment, to be confirmed or otherwise at the time of the Final Recital and Oral Examination.

- e The Final Recital will be examined by a panel that includes the two external examiners and an internal moderator, who must not have taken any role in any part of the supervision of the DMA, and is to be nominated by the Head of School of Music. The recital is to be recorded in both sound (CD) and vision (DVD or video).
- f The Board of Graduate Studies, on the recommendation of the Head of School of Music, will appoint a person to act as an independent chair of the Oral Examination. The chair must be a member of the academic staff of the University, but will not normally be a member of the faculty in which the candidate is registered.
- g The Oral Examination must be attended by the candidate, both external examiners, the chair, and the internal moderator. This Examination, but not the examiners' discussion, must also be recorded in sound.

### Examiners' Reports

- 16 a Within one month of the date of the Oral Examination, each examiner will submit to the Graduate Centre a written report in English on the quality of the whole examination performance, covering the Final Recital, Exegesis and the Oral Examination. The examiners will include with their reports one of the following recommendations:
  - (i) to award the degree
  - or
  - (ii) to permit the candidate to revise the Exegesis and resubmit it for examination on one further occasion only
  - and/or
  - (iii) to permit the candidate to repeat the Final Recital within a period of not less than six months and not more than 12 months
  - or
  - (iv) not to award the degree.
- b On completion of the examination the candidate must deposit three hardbound copies of the Exegesis and the audio and video recordings of the Final Recital with the Graduate Centre. The degree will not be conferred until this requirement has been complied with.

### Dispute Resolution Procedures

- 17 Where there is a dispute among the examiners, the Head of School of Music is to submit to the Board of Graduate Studies the name of a further person qualified to act as an examiner. The Board of Graduate Studies is then to appoint the person so named or some other suitable person to be an additional examiner who is to furnish an independent report based on the recording of the recital and/or on the Exegesis in accordance with the provisions of Regulation 15e. This report is to be considered by the Board of Graduate Studies together with the other reports. All other matters of dispute are to be resolved according to the Policy for Resolution of Research Problems: Postgraduate Research Students.

### Appeals

- 18 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Clause 5 of the General Regulations for Named Doctorates.

### Transitional Arrangements

- 19 a This statute came into force on 1 January 2007 and revokes the previous regulations for the Degree of Doctor of Musical Arts.
- b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this Statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled.

## Graduate Diploma in Music – GradDipMus

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
  - a completed the requirements for the Bachelor of Music
  - or
  - b completed the requirements for an equivalent degree approved by Senate or its representative
  - or
  - c attained a level of competence approved by Senate or its representative as equivalent to that specified in a or b above and appropriate for the proposed programme for this graduate diploma.



- 2 Admission to the graduate diploma is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 4 Of the 120 points required for this graduate diploma, a student must pass:
  - 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.

### Practical Requirements

- 7 In any course that includes performance work of a practical nature, a student needs to comply with the requirements for that course as specified by the Head of School of Music.

### Variations

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

### Commencement

- 9 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Music were thereby repealed.

## Postgraduate Diploma in Music – PGDipMus

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Bachelor of Music
  - or*
  - b completed the requirements for an equivalent degree approved by Senate or its representative
  - or*
  - c attained a level of competence approved by Senate or its representative as equivalent to that specified in a or b above, and appropriate for the proposed programme for this postgraduate diploma.
- 2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this postgraduate diploma, a student must pass:
  - a 120 points from courses listed in the Bachelor of Music (Honours) Schedule for which the student has passed the prerequisite courses
  - or*
  - b (i) at least 90 points from courses listed in the Bachelor of Music (Honours) Schedule for which the student has passed the prerequisite courses
  - and*

- (ii) up to 30 points from courses available for any other Postgraduate Diploma or Bachelors Honours degree at this University, with the approval of the relevant Heads of Departments and the Head of School of Music.

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

### Dissertation

- 7 a A dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The dissertation topic must be approved by the Head of School of Music prior to enrolment.
- c The dissertation must be completed and submitted as specified in the General Regulations – Postgraduate Diplomas.

### Distinction

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

### Practical Requirements

- 9 In any course that includes performance work of a practical nature a student must comply with the requirements for that course as specified by the Head of School of Music.

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2006.

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## REGULATIONS – PERFORMING ARTS

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### The Degree of Bachelor of Dance Studies – BDanceSt

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

#### Admission

- 1 Admission to this programme is at the discretion of Senate or its representative.  
*Note: To be admitted a student must meet University entry criteria and have appropriate performance skills.*

#### Duration and Points Value

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

#### Structure and Content

- 3 Of the 360 points required for this degree, a student must pass:
  - a at least 300 points from courses listed in the Bachelor of Dance Studies Schedule, including at least 180 points above Stage I, of which at least 90 points must be above Stage II
  - b 30 points from courses 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.
- 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 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 Head of Dance Studies Programme.

- 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 Head of Dance Studies Programme.

### 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.

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#### Bachelor of Dance Studies (BDanceSt) Schedule

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**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 Performing Arts – BPerfArts

*The Degree of Bachelor of Performing Arts has been discontinued. No new students will be admitted. For further advice, contact the Faculty of Creative Arts and Industries.*

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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 courses
 may, with the approval of the Head of Programme, enrol for this degree concurrently with the remaining courses for the Degree of Bachelor of Dance Studies. The Degree of Bachelor of Dance Studies (Honours) will not be awarded until the requirements for the Bachelor of Dance Studies have been completed.

### Duration and Total Points Value

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

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

### Structure and Content

- 5 A student enrolled for this degree must pass at least 120 points from the Bachelor of Dance Studies (Honours) Schedule. Up to 30 points may be substituted from other 700 level courses offered at this University, with the approval of all Heads of Departments concerned.
- 6 The programme for each student must be approved by the Graduate Adviser of Dance Studies and the Head of Programme prior to enrolment.

### Practical Requirements

- 7 In any course that includes performance work of a practical nature a student must comply with the requirements for that course as specified by the Head of Programme.

### Dissertation

- 8 a A dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Head of Programme.
- b The dissertation topic must be approved by the Head of Programme prior to enrolment.
- c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

### Honours

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

### Commencement

- 12 These regulations came into force on 1 January 2012.

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#### Bachelor of Dance Studies (Honours) (BDanceSt(Hons)) Schedule

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##### Requirement:

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

## The Degree of Master of Creative and Performing Arts – MCPA

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- either*
- a completed the requirements for a Postgraduate Diploma in Creative and Performing Arts, or an equivalent qualification, as approved by Senate or its representative
- or*
- b completed the requirements for a Bachelors (Honours) degree, or an equivalent degree qualification, as approved by Senate or its representative
- and*
- c met any specified requirements or prerequisites for admission to one of the specialisations listed in the Master of Creative and Performing Arts Schedule.
- 2 A student who has gained an equivalent qualification may be admitted provided that Senate or its representative is satisfied that the prior degree or equivalent qualification is indicative of ability to undertake advanced study in the chosen specialisation.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:
  - a **Research Masters**  
*either*
    - (i) 120 point Thesis from one of the specialisations listed in the Master of Creative and Performing Arts Schedule  
*or*
    - (ii) 120 point Research Portfolio from one of the specialisations listed in the Master of Creative and Performing Arts Schedule  
*or*
    - (iii) 90 point Thesis from one of the specialisations listed in the Master of Creative and Performing Arts Schedule  
*and*  
30 points from courses listed in the same specialisation in the Master of Creative and Performing Arts Schedule
  - or*
  - b **Taught Masters**  
120 points from courses in one of the specialisations listed in the Master of Creative and Performing Arts Schedule.
- 6 The programme for each student must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.

### Thesis / Research Portfolio / Dissertation

- 7 a A thesis, research portfolio or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis, research portfolio or dissertation topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
- c The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2004 regulations for the Degree of Master of Creative and Performing Arts were thereby repealed.

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### Master of Creative and Performing Arts (MCPA) Schedule

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#### Specialisations available:

Dance Studies	Sound Recording and Design
<p><b>Requirement:</b> <b>Research Masters</b> <i>either</i></p> <ul style="list-style-type: none"> <li>• 120 points: DANCE 796 Thesis</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• 90 points DANCE 792 Project</li> <li>• 30 points from DANCE 730, 765–768, 770, EDCURRIC 750, or from other courses listed in the Master of Creative and Performing Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required</li> </ul>	<p><b>Requirement:</b> <b>Research Masters</b></p> <ul style="list-style-type: none"> <li>• 120 points: SOUND 796 Thesis or MUS 797 Research Portfolio</li> </ul>

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## Postgraduate Diploma in Creative and Performing Arts – PGDipCPA

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Bachelor of Dance Studies or Bachelor of Performing Arts
  - or*
  - b completed the requirements for an equivalent degree approved by Senate or its representative
  - or*
  - c attained a level of competence approved by Senate or its representative as equivalent to that specified in a or b above and appropriate for one of the specialisations available in this postgraduate diploma.
- 2 Admission to this postgraduate diploma requires acceptance for admission to one of the specialisations available and is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 A student enrolled for this postgraduate diploma must pass at least 120 points from one of the specialisations listed in the Postgraduate Diploma in Creative and Performing Arts Schedule.

### Distinction

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

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006.

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### Postgraduate Diploma in Creative and Performing Arts (PGDipCPA) Schedule

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#### Specialisations available:

Dance Studies	Sound Recording and Design
<ul style="list-style-type: none"> <li>• 60 points: DANCE 734, 735, 750, 751</li> <li>• 60 points from DANCE 730, 761–768, 770, 791 or from other courses listed in the Postgraduate Diploma in Creative and Performing Arts Schedule, or from other 700 level courses offered at this University. The approval of all Heads of Departments concerned is required</li> </ul>	<ul style="list-style-type: none"> <li>• 60 points: FTVMS 738, SOUND 702, 703, 707</li> <li>• 60 points from SOUND 706, 710, 712, 713, 791, 793</li> </ul>

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## REGULATIONS – PLANNING

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### The Degree of Bachelor of Planning – BPlan

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

#### Duration and Total Points Value

- 1 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

#### Structure and Content

- 2 Of the 480 points required for this degree, a student must pass:



- a at least 450 points in courses from Parts I, II, III and IV as listed in the Bachelor of Planning Schedule
  - and
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
- 3 Up to 15 points may be substituted for elective courses in the Bachelor of Planning Schedule from courses in other programmes offered at this University.
- 4
- a Each Part must normally be completed before the next Part may be taken. However, a student who is either entering the programme in Semester Two or who has failed to pass one of those parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
  - b A student who has previously passed courses for another programme that are substantially similar to any of the Core Courses required under Regulation 2a above may, with the approval of the Head of School of Architecture and Planning, substitute another course from the Bachelor of Planning Schedule.

### General Education Exemptions

- 5
- a A student is exempted from the requirement to pass courses offered in the General Education 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 Head of School of Architecture and Planning.
  - c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
    - (i) 15 points from courses offered in the General Education Schedules
    - and
    - (ii) a further 15 points from courses approved by the Head of School of Architecture and Planning.

### Variations

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

### Honours

- 7 This degree may be awarded with Honours where a student's overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

### Commencement

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Planning were thereby repealed.

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### Bachelor of Planning (BPlan) Schedule

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#### Requirement:

##### Part I

- Core Courses – 120 points: PLANNING 100–103, 122, 123

##### Part II

- Core Courses – 105 points: PLANNING 201, 202, 204, 221, 222
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part III

- Core Courses – 80 points: PLANNING 300, 301, 305, 322, 323, 330
- Elective Courses – at least 25 points from PLANNING 331–340
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part IV

- Core Courses – 100 points: PLANNING 400, 402–405, 410, 420, 434
  - Elective Courses – at least 20 points from PLANNING 331–340, 435–444
-

## The Degree of Master of Planning Practice – MPlanPrac

*The Master of Planning Practice was withdrawn in 2011. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## The Degree of Master of Planning – MPlan

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Planning and achieved an average of B or higher in the courses taken for Part IV of that degree
  - or
  - b gained an equivalent qualification, approved by Senate or its representative, that is indicative of ability to undertake advanced study in Planning, provided that the average grade in the final year of study was equivalent to B or higher.
- 2 A student who has not completed all the requirements for the Degree of Bachelor of Planning but who, for that degree, has:
  - a passed courses with a total value of at least 465 points
  - and
  - b achieved an average grade of B or higher in the courses taken for Part IV
 may, with the approval of the Head of School of Architecture and Planning, enrol for this degree. The remaining points required for the Degree of Bachelor of Planning must be completed within 12 months of initial enrolment for this degree. Should the requirements for the Degree of Bachelor of Planning not be completed in this time, the Degree of Master of Planning enrolment will be suspended until they have been completed.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:
 

*either*

  - a **Research Masters**
    - (i) 120 point Thesis as listed in the Master of Planning Schedule
    - or
    - (ii) 90 point Research Portfolio
    - and
    - 30 points from courses in the Research Masters option listed in the Master of Planning Schedule
  - or
  - b **Taught Masters**
    - (i) 60 point Research Project
    - and
    - (ii) 60 points from courses in the Taught Masters option listed in the Master of Planning Schedule.
- 6 With the approval of the Head of School of Architecture and Planning, up to 30 points may be substituted from other 700 level courses at this University.

### Thesis / Research Portfolio / Research Project

- 7
  - a The thesis, research portfolio or research project is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis, research portfolio or research project topic must be approved by the Head of School of Architecture and Planning prior to enrolment.

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

### Honours

- 8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Master of Planning were thereby repealed.

#### Master of Planning (MPlan) Schedule

<b>Requirement:</b> <b>Research Masters</b> <ul style="list-style-type: none"> <li>• 120 points: PLANNING 797 Thesis</li> </ul> or <ul style="list-style-type: none"> <li>• 90 points: PLANNING 781 Research Portfolio</li> <li>• 30 points from PLANNING 760–770</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 60 points: PLANNING 780 Research Project</li> <li>• 60 points from PLANNING 760–770</li> </ul>
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## 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:
- either*
- a completed the requirements for a Bachelors or Masters degree, in a relevant discipline excluding the Degree of Bachelor of Planning or Master of Planning Practice 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 Schedule.
- 5 Each Part must be completed before the next Part may be taken.

### Honours

- 6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2012.

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**Master of Urban Planning (MURbPlan) 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 731–735

*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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## REGULATIONS – URBAN DESIGN

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### 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*
  - the Degree of Bachelor of Architecture
  - or*
  - the Degree of Bachelor of Planning
  - or*
  - the Degree of Master of Planning Practice
  - or*
  - the Degree of Master of Architecture (Professional)
  - or*
  - a qualification equivalent to a four-year degree in Landscape Architecture, approved by Senate or its representative
  - or*
  - 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:
  - pass courses with a total value of 120 points
  - and*
  - 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

- Taught Masters**  
A student enrolled in this degree must pass 120 points from the courses listed in the Master of Urban Design Schedule.
- If any of the courses listed have been previously completed, students must substitute an equivalent number of points from 700 level courses offered in the School of Architecture and Planning.

#### Variations

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

#### Honours

- This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

#### Commencement

- These regulations came into force on 1 January 2009. The 2006 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, 704, 705
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## Regulations – Education

- 179 The Degree of Bachelor of Education (Teaching) – BEd(Tchg)
- 181 The Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) – BEd(TESOL)
- 182 The Degree of Bachelor of Human Services – BHumServ
- 184 The Degree of Bachelor of Physical Education – BPE
- 185 The Degree of Bachelor of Social Work – BSW
- 187 The Degree of Bachelor of Education (Teaching) (Honours) – BEd(Tchg) (Hons)
- 189 The Degree of Bachelor of Physical Education (Honours) – BPE(Hons)
- 190 The Degree of Bachelor of Social Work (Honours) – BSW(Hons)
- 192 The Degree of Master of Counselling – MCouns
- 193 The Degree of Master of Education – MEd
- 195 The Degree of Master of Educational Leadership – MEdLd
- 196 The Degree of Master of Social Work – MSW
- 197 The Degree of Master of Social Work (Professional) – MSW(Prof)
- 198 The Degree of Doctor of Education – EdD
- 201 Diploma of Teaching (Early Childhood Education) – DipTchg(ECE)
- 201 Graduate Diploma in Education – GradDipEd
- 202 Graduate Diploma in Special Education – GradDipSpecEd
- 202 Graduate Diploma in Teaching (Early Childhood Education) – GradDipTchg(ECE)
- 203 Graduate Diploma of Teaching English in Schools to Speakers of Other Languages – GradDipTESSOL
- 204 Graduate Diploma in Teaching (Primary) – GradDipTchg(Primary)
- 206 Graduate Diploma in Teaching (Secondary) – GradDipTchg(Sec)
- 207 Postgraduate Diploma in Counselling Theory – PGDipCounsTh
- 208 Postgraduate Diploma in Education – PGDipEd
- 209 Postgraduate Diploma in Education (Teaching) – PGDipEd(Tchg)
- 210 Postgraduate Diploma in Educational Leadership – PGDipEdLd
- 211 Postgraduate Diploma in Professional Supervision – PGDipProfSup
- 212 Postgraduate Diploma in Social Work – PGDipSW
- 213 Postgraduate Diploma in Teaching (Secondary Field-based) – PGDipTchg(SecFB)
- 214 Postgraduate Certificate in Professional Supervision – PGCertProfSup
- 215 Foundation Certificate Education – FCertEd
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## Interfaculty Degrees and Diplomas – Education

- 320 The Degree of Master of Educational Management – MEdMgt
- 324 The Degree of Master of Professional Studies – MProfStuds
- 328 Postgraduate Certificate in Academic Practice – PGCertAcadPrac



## REGULATIONS – EDUCATION

### The Degree of Bachelor of Education (Teaching) – BEd(Tchg)

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

*In order to satisfy the requirements of this degree, students are required to be in various teaching environments which will bring them into contact with children and young persons. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this degree.*

#### Admission

- 1 To be admitted to this programme a student must:  
*either*
  - a (i) meet University entry criteria  
*and*
    - (ii) have demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.
  - or*
  - b (i) have completed a New Zealand Diploma in Teaching or Trained Teacher's Certificate (or New Zealand Qualifications Authority and NZ Teachers Council recognised equivalent)  
*and*
    - (ii) be currently registered as a teacher in New Zealand  
*and*
      - (iii) have been a practising teacher or teacher educator in New Zealand for at least two of the last five years.
- 2 Students holding a qualification gained at an overseas institution may be required to provide evidence of language proficiency prior to admission into this programme.  
*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.*
- 3 Admission to this programme is at the discretion of Senate or its representative.

#### Duration and Total Points Value

- 4 A student enrolled for this degree must follow a programme of the equivalent of six full-time semesters and pass courses with a total value of 360 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
- 5 A student entering this degree under Regulation 1b may apply for up to 240 points credit.

#### Structure and Content

- 6 Of the 360 points required for this degree, a student must pass:
  - a at least 345 points from one of the specialisations listed in the Bachelor of Education (Teaching) Schedule
  - b 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
- 7 Students who are admitted under Regulation 1b, and have applied for and been awarded 240 points credit, must pass at least 120 points as listed in the Teachers' specialisation listed in the Bachelor of Education (Teaching) Schedule.

#### General Education Exemptions

- 8 a A student is exempted from the requirement to pass courses offered in the General Education 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 120 points or more.
  - 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.

### Practical Requirements

- 9 a In any course that has a practicum and non-practicum component, a student must pass both the practicum and the non-practicum component in order to have passed that course as a whole.
- b Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.
- c At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this degree.

### Professional Requirements

- 10 a In order to complete the requirements for this degree, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.
- b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.
- c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 10e may appeal from that decision to the Council or its duly appointed delegate.

### Termination of Enrolment

- 11 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 11a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

### Commencement

- 13 These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 2003 regulations for the Degree of Bachelor of Education (Teaching) offered by The University of Auckland and the 2003 regulations for the Degree of Bachelor of Education (Teaching) offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2011.

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## Bachelor of Education (Teaching) (BEd(Tchg)) Schedule

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### Specialisations available:

#### Primary

##### Requirement:

##### Core Courses – 300 points

- 165 points: EDCURRIC 101–107, EDPRAC 101, EDPROFST 100, EDUC 113 or 118, 119
  - 75 points: EDCURRIC 202, 204, EDPRAC 201, EDPROFST 205, 214
  - 60 points: EDPRAC 305, EDPROFST 313, EDUC 321
- and

#### Elective Courses – 45 points

- 45 points from EDCURRIC 303, 307–310, 338, 339, 341, 343, 344, 346, 350, 356, 360–362, 368, EDPROFM 310, 311, EDCURRM 301, EDPROFST 300, 316–319, 343–345, 348, 349, 360, 361, 363, 365, 388, 392

and

#### General Education – 15 points

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

## Early Childhood Education

### Requirement:

#### Core Courses – 345 points

- 165 points: EDCURRIC 110–112, 114–116, EDPRAC 102, EDPROFST 100, 101, EDUC 113 or 118, 119
- 105 points: EDCURRIC 210–213, EDPRAC 202, EDPROFST 204, 214
- 75 points: EDCURRIC 313, EDPRAC 306, EDPROFST 313, EDUC 321

#### General Education – 15 points

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

*Subject to CUAP Approval*

## Early Childhood Education – Pasifika

### Requirement: at least 345 points, including

- 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, 214
- 105 points: EDCURRPK 313, 322, 353, EDPRAC 306, EDPROFST 313, EDUC 321

*and*

#### General Education – 15 points

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

## Huarahi Māori

### Requirement:

#### Core Courses – 345 points

- 165 points: EDCURRM 101–107, EDPRACM 101, EDPROFM 109, EDUCM 118, 119
- 90 points: EDCURRM 202, 204, EDPRACM 201, EDPROFM 205, 209, 214
- 60 points: EDPRACM 302, EDPROFM 313, EDUCM 321
- 30 points from EDCURRM 304, 305, 306, EDPROFM 309
- with the approval of the Head of Programme, up to 30 points may be substituted with courses from other specialisations in the Bachelor of Education (Teaching) Schedule

*and*

#### General Education – 15 points

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

## Teachers' specialisation

### Requirement: at least 120 points, including

#### Core Courses

- at least 60 points from EDPROFST 222, 350, 355, 357, 358

#### Elective Courses

- up to 60 further points from courses above Stage II listed in the Graduate Diploma in Education Schedule

## Optional Courses – all specialisations

- EDCURRIC 220, 315, EDCURRM 220, 301, 320, EDPROFM 220, 320, EDPROFST 210, 310, 363, EDUC 318

# The Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) – BEd(TESOL)

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

## Admission

- 1 In order to be admitted to this programme, a student needs to:
  - a meet University entry criteria for international students, and have personal qualities suitable for becoming a teacher

*and*

  - b have completed the specified requirements for selection as approved by The University of Auckland and other participating overseas institutions

*and*

  - c if from a participating overseas institution, have successfully completed an approved foundation programme.
  - d The programme for each student must be approved annually by the programme coordinator prior to enrolment.

*Notes:*

*Personal references and an interview will normally be required.*

*Admission to and completion of this programme does not meet New Zealand teacher registration requirements.*

## Duration and Total Points Value

- 2
  - a A student enrolled for this degree must follow a programme of four full-time years and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
  - b In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly into a Part II course(s).

## Structure and Content

- 3 Of the 480 points required for this degree, a student must pass each of Parts I, II, III and IV as listed in the Bachelor of Education (Teaching English to Speakers of Other Languages) Schedule.

- 4
  - a A student may not enrol in any component of Part I or Part II taught at The University of Auckland until any component of Part I taught by another participating overseas institution has been completed in its entirety.
  - b A student may not enrol in any component of Part IV that is taught by another participating overseas institution until any courses taught at The University of Auckland have been completed in their entirety.
  - c A student who fails one or more courses will fail that Part. A student who has failed any Part shall be permitted to re-enrol for the degree only with approval of the Programme Coordinator.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2009. The 2007 regulations for the Degree of Bachelor of Education (Teaching English to Speakers of Other Languages) were thereby repealed.

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### Bachelor of Education (Teaching English to Speakers of Other Languages (BEd(TESOL)) Schedule

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#### Part I – 120 points

##### Discipline Studies

- up to 75 points from LANGTCHG 100–104, ENGWRIT 101, LINGUIST 103

##### Education Studies

- up to 60 points from EDUC 113, 115, 116, 117, 130–132, EDCURRIC 221

#### Part II – 120 points

##### Discipline Studies

- up to 60 points from ACADENG 210, LANGTCHG 205, 300, 304, LINGUIST 203

##### Education Studies

- up to 45 points from EDUC 223, 225, 283

##### Elective Courses

- up to 30 points from other courses available at this University

#### Part III – 120 points

##### Discipline Studies

- up to 60 points from LANGTCHG 301, 302, 303, 306, 310, 401

##### Education Studies

- up to 45 points from EDUC 348, 384, EDPROFST 380

##### Elective Courses

- up to 30 points from other courses available at this University

#### Part IV – 120 points

##### Discipline Studies

- 45 points: LANGTCHG 400–402

##### Education Studies

- 30 points: EDUC 313, 400

##### Professional Practice

- 60 points: LANGTCHG 403
- 

## The Degree of Bachelor of Human Services – BHumServ

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

### Admission

- 1 To be admitted to this programme a student must:
  - a meet University entry criteria
  - and
  - b have personal qualities suitable for this programme. Personal references and an interview may be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process.*

- 2 Admission to this programme is at the discretion of Senate or its representative.

### Duration and Total Points Value

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

### Structure and Content

- 4 Of the 360 points required for this degree, a student must pass:
  - a at least 330 points from courses listed in the Bachelor of Human Services Schedule including:
    - (i) at least 180 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) 195 points from the courses listed in the Core Courses Schedule
    - (iii) 135 points from the courses listed for one of the majors in the Bachelor of Human Services Schedule.
  - b 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.

### 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.
- 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.

### Termination of Enrolment

- 6 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 6a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2007.

#### Bachelor of Human Services (BHumServ) Schedule

<b>Requirement: at least 360 points, including at least 75 points above Stage II including</b> <b>Core courses – 195 points</b> <ul style="list-style-type: none"> <li>• 75 points: HUMSERV 101–103, SOCWORK 111, 112</li> <li>• 60 points: HUMSERV 201–203, SOCWORK 211</li> </ul>	<ul style="list-style-type: none"> <li>• 15 points: HUMSERV 302</li> <li>• 45 points from HUMSERV 301, 381, SOCHLTH 313, SOCWORK 315</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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#### Majors available:

<b>Requirement: 135 points from one of the following majors</b>  <b>Disability</b> <ul style="list-style-type: none"> <li>• 30 points: DISABLT 111, 112</li> <li>• 15 points from DISABLT 110, EDUC 119, HUMSERV 212, SOCWORK 113</li> <li>• 45 points from DISABLT 230, 281, EDSPEC 234, HUMSERV 211</li> <li>• 30 points: DISABLT 311, 312</li> <li>• 15 points from DISABLT 381, SOCWORK 315, 353, 356, SOCCHFAM 314, YOUTHWRK 353, 354</li> </ul>	<b>Youth Work</b> <ul style="list-style-type: none"> <li>• 30 points: SOCWORK 114, YOUTHWRK 151</li> <li>• 45 points from YOUTHWRK 253, 281, SOCCHFAM 215, SOCYOUTH 233</li> <li>• 30 points: YOUTHWRK 353, 354</li> <li>• 30 points from SOCWORK 353, 356, SOCCHFAM 314, SOCYOUTH 333</li> </ul>
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## The Degree of Bachelor of Physical Education – BPE

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

*In order to satisfy the requirements of this degree, students are required to be in various teaching environments which will bring them into contact with children and young persons. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this degree.*

### Admission

- 1 To be admitted to this programme a student must:
  - a meet University entry criteria
  - and
  - b have demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.*

- 2 Admission to this programme is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 4 Of the 480 points required for this degree, a student must pass:
  - a at least 420 points from the Core Courses listed in the Bachelor of Physical Education Schedule
  - b at least 30 points from the Elective Courses listed in the Bachelor of Physical Education Schedule
  - c 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
- 5 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

### General Education Exemptions

- 6 a A student is exempted from the requirement to pass courses offered in the General Education 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.
- 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.

### Practical Requirements

- 7 a In any course that has a practicum and non-practicum component, a student must pass both the practicum and the non-practicum component in order to have passed that course as a whole.
- b Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.
- c At the discretion of Senate or its representative, a student who does not pass EDPRAC 103, 203, 303, 403 may be declined permission to re-enrol for this degree.



## Professional Requirements

- 8
  - a In order to complete the requirements for this degree, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.
  - b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.
  - c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
  - d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
  - e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
  - f A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

## Termination of Enrolment

- 9
  - a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
  - b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
  - c A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

## Variations

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

## Commencement

- 11 These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 1998 regulations for the Degree of Bachelor of Physical Education offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2011.

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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, 336, 337, 432, 433

#### General Education Requirement

- 30 points from courses offered in the General Education Schedules approved for this degree
- 

## The Degree of Bachelor of Social Work – BSW

*Subject to CUAP Approval*

*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 one of the majors or specialisations listed in 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.
- 5 The programme for each student must be approved by the Head of Programme.

### 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.
- 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.

### Practical and Professional Requirements

- 7 a At the discretion of Senate or its representative, a student who does not pass a Professional Practice course (SOCWORK 213, 317, 411, 415) may be declined permission to re-enrol for this degree.
- b Re-enrolment in any of SOCWORK 213, 317, 411 or 415 after failing that course requires the permission of the Dean of Faculty of Education.
- c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme.

### Termination of Enrolment

- 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.

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2007 for all students enrolling for this degree for the first time. The 2001 regulations for the Degree of Bachelor of Social Work offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2011.

### Bachelor of Social Work (BSW) Schedule

**General Education Requirement**

- 30 points from courses offered in the General Education Schedules approved for this degree

Majors available:

**Child and Family Practice**
**Requirement: 450 points including**

- 105 points: HUMSERV 101, 102, SOCWORK 111–115
- 105 points: SOCCHFAM 215, 232, SOCWORK 211–214, 216
- 135 points: SOCCHFAM 314, 332, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356
- 90 points: SOCCHFAM 431, SOCWORK 411, 413–415
- at least 15 points from SOCCHFAM 382, 482, SOCHLTH 334, 381, 432, 481, SOCWORK 351–383, 484, SOCYOUTH 483

**Health Social Work Practice**
**Requirement: 450 points including**

- 105 points: HUMSERV 101, 102, SOCWORK 111–115
- 105 points: SOCCHFAM 215, SOCHLTH 231, SOCWORK 211–214, 216
- 135 points: SOCCHFAM 314, SOCHLTH 313, 334, SOCWORK 311, 312, 315, 317, 356
- 90 points: SOCHLTH 432, SOCWORK 411, 413–415
- at least 15 points from SOCCHFAM 382, 431, 482, SOCHLTH 381, 481, SOCWORK 351, 353, 383, 484, SOCYOUTH 483

**General Social Work**
**Requirement: 450 points including**

- 105 points: HUMSERV 101, 102, SOCWORK 111–115
- 90 points: SOCCHFAM 215, SOCWORK 211–214, 216
- 120 points: SOCCHFAM 314, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356
- 75 points: SOCWORK 411, 413–415
- at least 60 further points from YOUTHWRK 354, SOCCHFAM 232, 332, 382, 431, 482, SOCHLTH 231, 334, 381, 432, 481, SOCWORK 351–383, 484, SOCYOUTH 233, 333, 433, 483

**Youth Services Practice**
**Requirement: 450 points including**

- 105 points: HUMSERV 101, 102, SOCWORK 111–115
- 105 points: SOCCHFAM 215, SOCWORK 211–214, 216, SOCYOUTH 233
- 135 points: SOCCHFAM 314, SOCHLTH 313, SOCWORK 311, 312, 315, 317, 356, SOCYOUTH 333
- 90 points: SOCYOUTH 433, SOCWORK 411, 413–415
- at least 15 points from YOUTHWRK 354, SOCCHFAM 382, 431, 482, SOCHLTH 334, 381, 481, SOCWORK 351, 383, 484, SOCYOUTH 483

## The Degree of Bachelor of Education (Teaching) (Honours) – BEd(Tchg) (Hons)

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Degree of Bachelor of Education (Teaching)
  - or*
  - b completed the requirements for an equivalent qualification recognised for teacher registration in New Zealand as approved by Senate or its representative
  - and*
  - c gained an average grade of B or higher in 60 points above Stage II.
- 2 A student who has not completed the requirements for the Degree of Bachelor of Education (Teaching) but who has:
  - a passed courses with a total value of at least 345 points for that degree
  - and*
  - b gained an average grade of B or higher in 60 points above Stage II
 may, with the approval of the Dean of Faculty, enrol for this degree. The remaining points for the Degree of Bachelor of Education (Teaching) must be passed within the first semester of enrolment for the Degree of Bachelor of Education (Teaching) (Honours). The Degree of Bachelor of Education (Teaching) (Honours) will not be awarded until the requirements for the Degree of Bachelor of Education (Teaching) have been completed.
- 3 Admission to this degree is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- 4 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 5 The total enrolment for this degree must not exceed 160 points.

## Structure and Content

- 6 Of the 120 points required for this degree, a student must pass:  
*either*
  - a 120 points from the Taught Course Option listed in the Bachelor of Education (Teaching) (Honours) Schedule
  - or*
  - b 120 points from the Research Portfolio Option listed in the Bachelor of Education (Teaching) (Honours) Schedule.
- 7 With the approval of all Heads of Departments concerned, up to 30 points may be selected from other 700 level courses offered at this University.
- 8 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

## Dissertation / Research Portfolio

- 9
  - a A dissertation or research portfolio, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The dissertation or research portfolio topic must be approved by the relevant Programme Coordinator and the Dean of Faculty of Education prior to enrolment.
  - c The dissertation or research portfolio must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

## Variations

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

## Honours

- 11
  - a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Education (Teaching) (Honours) is sufficiently high to deserve Honours.
  - b Should a student fail to qualify for the award of the Degree of Bachelor of Education (Teaching) (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Education (Teaching).
- 12 Where the standard specified in Regulation 11a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

## Withdrawal

- 13 A student may withdraw from enrolment for the Degree of Bachelor of Education (Teaching) (Honours) and apply to have points reassigned to the Postgraduate Diploma in Education (Teaching). Such points may be assigned at the discretion of Senate or its representative.

## Commencement

- 14 These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 2004 regulations for the Degree of Bachelor of Education (Teaching) (Honours) offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2008.

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### Bachelor of Education (Teaching) (Honours) (BEd(Tchg)(Hons)) Schedule

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#### Requirement: 120 points from

*either*

#### Taught Course Option

- 30 points: EDPROFST 790
- 90 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 763, 771, 791, EDPROFST 704–708, 710, 711, 714–727, 731, 732, 737, 751–756, 760, 761, 763–765, 767, 769, 773–777, 779, 782, EDPROFM 702, EDUC 702–750, 752–767, 774, 776, 787, 791

*or*

#### Research Portfolio Option

**Prerequisite:** one of the approved research methods courses: EDUC 774, 787, EDPRAC 751, EDPROFST 754, 756, 758

- 60 points: EDPROFST 759
  - 60 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 763, 771, 791, EDPROFST 704–708, 710, 711, 714–727, 731, 732, 737, 751–756, 760, 761, 763–765, 767, 769, 773–777, 779, 782, EDPROFM 702, EDUC 702–750, 752–767, 774, 776, 787, 791
-

## The Degree of Bachelor of Physical Education (Honours) – BPE(Hons)

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

### Admission

- 1 a In order to be admitted to this programme, a student needs to have completed the courses specified in the first three years of the Bachelor of Physical Education Schedule to a total of 360 points with an average grade of B or higher in courses above Stage I.
- b Where the Dean of Faculty of Education approves enrolment for the Degree of Bachelor of Physical Education (Honours) the courses previously passed for the Degree of Bachelor of Physical Education will be reassigned to the Degree of Bachelor of Physical Education (Honours).
- c No student on whom the Degree of Bachelor of Physical Education has already been conferred may enrol for this degree.

### Duration and Total Points Value

- 2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 3 Of the 480 points required for this degree, a student must pass:
  - a 360 points from the Degree of Bachelor of Physical Education Schedule
  - and
  - b 120 points from courses listed in the Bachelor of Physical Education (Honours) Schedule.
- 4 The programme for each student must be approved by the Dean of Faculty of Education.

### Dissertation

- 5 a The dissertation is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Education.
- b The dissertation topic must be relevant to the field of study and approved by the Dean of Faculty of Education prior to enrolment.
- c The dissertation must be completed and submitted as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- d In exceptional circumstances beyond the student's control, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.

### Practical and Professional Requirements

- 6 a At the discretion of Senate or its representative, a student who does not pass a required Professional Practice course (EDPRAC 702) may be declined permission to re-enrol in this degree.
- b Re-enrolment in either EDCURRIC 761 or EDCURRIC 762 after failing in either one of the courses requires the permission of the Dean of Faculty of Education.
- c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme as outlined in the programme handbook.

### Termination of Enrolment

- 7 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes, and any practice placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 7a may appeal that decision through the Council or its duly appointed delegate.

### Award of Honours

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

### Withdrawal from Honours

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

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2012.

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

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##### Requirement:

- 30 points from EDUC 702, 774, 787, EDPROFST 754, 756
  - 30 points: EDPROFST 790
  - 30 points: EDPRAC 702
  - 30 points from EDCURRIC 761, 762
- 

## The Degree of Bachelor of Social Work (Honours) – BSW(Hons)

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

### Admission

- 1 a No student on whom the Degree of Bachelor of Social Work has already been conferred may enrol for this degree.
- b At the discretion of the Dean of Faculty of Education a student who has completed the courses specified to a total of 360 points and passed, with an average grade of B or higher, SOCWORK 312, SOCHLTH 313, SOCCHFAM 314 and SOCHLTH 334 or SOCCHFAM 332 or SOCYOUTH 333 may be permitted to enrol for this degree.
- c Where the Dean of Faculty of Education approves enrolment for the Degree of Bachelor of Social Work (Honours) the courses previously passed for the Degree of Bachelor of Social Work will be reassigned to the Degree of Bachelor of Social Work (Honours).

### Duration and Total Points Value

- 2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 3 Of the 480 points required for this degree, a student must pass:
- a 330 points from the Degree of Bachelor of Social Work Schedule
- 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
- c 120 points from courses listed in the Bachelor of Social Work (Honours) Schedule.
- 4 The programme for each student requires the approval of the Dean of Faculty of Education.

### Research Project

- 5 a The research project is to be carried out under the guidance of a supervisor/s appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Education.
- b The research project topic must be approved by the Dean of Faculty of Education prior to enrolment.
- c A student enrolled must complete the research project by the last day of the final semester of enrolment in the research project.
- d In exceptional circumstances beyond the student's control, Senate or its representative, acting upon the recommendation of the Head of Department, may approve a limited extension of time, not exceeding two months.



### General Education Exemptions

- 6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has:
- either*
- (i) completed an undergraduate degree at a tertiary institution
- or*
- (ii) been admitted to this degree with credit from another tertiary institution of 240 points or more.
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education.
- c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
- (i) 15 points from courses offered in the General Education Schedules
- and*
- (ii) a further 15 points from courses available for this degree.

### Practical and Professional Requirements

- 7 a At the discretion of Senate or its representative, a student who does not pass a required Professional Practice course (SOCWORK 317, 715) may be declined permission to re-enrol in this degree.
- b Re-enrolment in any of SOCWORK 317, 411 or 715 after failing that course requires the permission of the Dean of Faculty of Education.
- c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme as outlined in the programme handbook.

### Termination of Enrolment

- 8 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 8a may appeal from that decision to the Council or its duly appointed delegate.

### Award of Honours

- 9 This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Social Work (Honours), is sufficiently high to deserve Honours.

### Withdrawal of Honours

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

### Variations

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

### Commencement

- 12 These regulations came into force on 1 January 2009.

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

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##### Requirements:

- 30 points: SOCWORK 711, 713
- 30 points from SOCWORK 715 or 716
- 45 points: SOCWORK 714

- 15 points from SOCCHFAM 731, SOCHLTH 732, SOCYOUTH 733
- Note: Students who were admitted to the Bachelor of Social Work (Practitioner Entry Specialisation) must take SOCWORK 716.*
-

## The Degree of Master of Counselling – MCouns

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a *either*
    - (i) completed the requirements for a 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. Furthermore, before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.*
- 3 A student who has not gained an average of B or higher as specified in Regulation 1a must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to the programme.
- 4 Admission to the programme requires the approval of Senate or its representative.
- 5 No student on whom the Degree of Master of Education – Counselling specialisation has already been conferred by The University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.

### Duration and Total Points Value

- 6 A student admitted to this degree under Regulation 1a(i) must:
  - a pass courses with a total value of 240 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c not exceed 280 points for the total enrolment for this degree.
- 7 A student admitted to this degree under Regulation 1a(ii) must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- 8
  - a A student admitted to this degree under Regulation 1a(i) must complete:
    - (i) 120 points from courses listed in the Master of Counselling Schedule
    - and*
    - (ii) 120 point Research Portfolio.
  - b A student admitted to this degree under Regulation 1a(ii) must complete a 120 point Research Portfolio.

### Research Portfolio

- 9
  - 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

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

### Honours

- 11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 12 These regulations came into force on 1 January 2011. The 2006 regulations for the Master of Education – Counselling specialisation offered by The University of Auckland were repealed.

### Master of Counselling (MCouns) Schedule

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

- 120 points: PROF COUN 797 Research Portfolio
- Note: A student wishing to enrol in the Research Portfolio of the MCouns should note that EDPROFST 750 is a prerequisite for enrolment.*

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• 90 points: EDPROFST 746, 748, 749, 750, PROF COUN 701</li> <li>• 30 points from EDPROFST 700–757, 760–788, EDUC 702–764, PROF COUN 702–704, 707, PROFSUPV 704 or 30 points from a 700 level course in another subject as approved by the Associate Dean (Postgraduate)</li> </ul> | <p><i>and</i></p> <ul style="list-style-type: none"> <li>• 120 points: PROF COUN 797 Research Portfolio</li> </ul> <p><i>Note: A student wishing to enrol in the Research Portfolio of the MCouns should note that EDPROFST 750 is a prerequisite for enrolment.</i></p> |
|--|--|

## The Degree of Master of Education – MEd

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for a Postgraduate Diploma in Education from this University or an equivalent Postgraduate Diploma in Education as approved by Senate or its representative with an average grade of B or higher
  - or*
  - b completed the requirements for the Degree of Bachelor of Education (Teaching) (Honours) from this University or an equivalent Bachelors Honours degree in Education as approved by Senate or its representative with an average grade of B or higher.
- 2 A student who has not gained an average of a B or better as specified in Regulation 1 must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to this programme.
- 3 No student on whom the Degree of Master of Arts in Education has already been conferred by The University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.
- 4 Admission to the programme requires the approval of Senate or its representative.

### Duration and Total Points Value

- 5 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.

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

### Structure and Content

- 7 Of the 120 points required for this degree, a student must complete:
- a **Research Masters**  
either
    - (i) a 120 point Thesis from the Research Masters option listed in the Master of Education Schedule
    - or
    - (ii) a 120 point Research Portfolio from the Research Masters option listed in the Master of Education Schedule
  - or
  - b **Taught Masters**  
120 points from the Taught Option listed in the Master of Education Schedule.
- 8 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

### Thesis/Research Portfolio/Folio of Casework

- 9
- a A thesis, research portfolio or folio of casework, when included in the degree, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis or research portfolio topic must be approved by the Dean of Faculty of Education prior to enrolment and is to embody the results obtained by the student in an investigation relating to an area of Education.
  - c The thesis or research portfolio must be completed and submitted in accordance with the General Regulations – Masters Degrees.
  - d The folio of casework must be completed within 12 months of the completion and passing of courses for this degree.

### Variations

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

### Honours

- 11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 12 These regulations came into force on 1 January 2011. The 2006 regulations for the Degree of Master of Education were thereby repealed.

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### Master of Education (MEd) Schedule

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#### Research Masters

**Prerequisite:** at least 30 points in one of the approved research methods courses: EDUC 774, 787, EDPRAC 751, EDPROFST 750, 754, 756, 757, 758

#### Requirement:

either

- 120 points: EDPROFST 796 Thesis

or

- 120 points: EDPROFST 795 Research Portfolio

or

- 120 points: EDCURRIC 796 Thesis

or

- 120 points: EDPROFM 796 Thesis

#### Taught Masters

**Prerequisite:** at least 30 points in one of the approved research methods courses: EDUC 774, 787 EDPRAC 751, EDPROFST 750, 754, 756, 757, 758

#### Requirement:

- 60 points: Dissertation from EDPROFST 793, EDCURRIC 797, EDPROFM 797
- 60 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 763, 771, 772, 780, 788, 789, 791, EDPRAC 751, 752, EDPROFST 700–708, 710, 711, 714–757, 760–779, 782–788, EDPROFM 700, 701, 702, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791, EDUCM 738, 739
- up to 30 points from other 700 level courses in another subject. The approval of all relevant Academic Heads is required

or

#### Counselling specialisation

*The Counselling specialisation in the Master of Education was withdrawn in 2010. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion. A new Master of Counselling has been developed.*

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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 programme, a student needs to:
  - a have completed the requirements for  
*either*
    - (i) a Postgraduate Diploma in Educational Leadership from this University, or its equivalent approved by Senate or its representative, with an average grade of B or higher
    - or*
    - (ii) a Postgraduate Diploma in Education as approved by the Dean of Faculty of Education with an average grade of B or higher
  - and*
  - b
    - (i) hold a professional qualification in teaching or other profession approved by Senate or its representative
    - and*
    - (ii) have at least three years of practical experience in teaching or a related profession, including experience in a formal or informal leadership and/or management role.
- 2 Any student who has completed the requirements for the Degree of Master of Education in Educational Administration or the Degree of the Master of Educational Management at The University of Auckland may not be admitted to this degree.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:
  - either*
  - a **Research Masters**  
120 point Thesis EDPROFST 796
  - or*
  - b **Taught Masters**
    - (i) 60 points: EDPROFST 793
    - and*
    - (ii) 60 points from courses listed in the Master of Educational Leadership Schedule.
- 6 The programme for each student must be approved by the Dean of Faculty of Education prior to enrolment.

### Variations

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

### Honours

- 8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 9 These regulations came into force on 1 January 2010.

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### Master of Educational Leadership (MEdLd) Schedule

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#### Research Masters

##### Requirement:

- 120 points: EDPROFST 796 Thesis
- or*
- 120 points: EDCURRIC 796 Thesis
- or*
- 120 points: EDPROFM 796 Thesis

#### Taught Masters

##### Requirement:

- 60 points: EDPROFST 793 Dissertation
- or*
- 60 points: EDCURRIC 797 Dissertation
- or*
- 60 points: EDPROFM 797 Dissertation
- 60 points from EDCURRIC 740, 772, EDPROFST 710, 716, 737,

738, 739, 740, 751, 757, 762, 769, 774, 776, 782, EDUC 772, 787, BUSADMIN 713, HRMGMT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule

*Note: A student who has not completed EDPROFST 738 and either EDPROFST 757 or EDUC 787 before entry into the Taught Masters must include EDPROFST 738 and either EDPROFST 757 or EDUC 787 in the 60 points from courses listed in the Taught Masters in the Master of Educational Leadership Schedule.*

## The Degree of Master of Social Work – MSW

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Degree of Bachelor of Social Work from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or*
  - b completed the requirements for the Degree of Bachelor of Social Work (Honours) from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or*
  - c (i) completed the requirements for the Postgraduate Diploma in Professional Supervision from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher
  - and*
  - (ii) hold a qualification in social work approved by Senate or its representative
  - or*
  - d completed the requirements for the Postgraduate Diploma in Health Sciences (Social Work) from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher
  - or*
  - e completed the requirements for the Postgraduate Diploma in Social Work from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher.
- 2 A student who has not gained an average of B or better as specified in Regulation 1 must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to the programme.
- 3 Admission to the programme requires the approval of Senate or its representative.

### Duration and Total Points Value

- 4 A student admitted to this degree under Regulation 1a must:
  - a pass courses with a total value of 240 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c not exceed 280 points for the total enrolment for this degree.
- 5 A student admitted to this degree under Regulation 1b, 1c, 1d or 1e must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees
  - and*
  - c not exceed 160 points for the total enrolment for this degree.

### Structure and Content

- 6 a A student required to pass 240 points must pass:
  - (i) 120 points from those courses listed in the Master of Social Work Schedule, including an approved 30 point research methodology course
  - and*
  - (ii) a 120 point thesis
  - or*



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

- b A student required to pass 120 points must pass *either*
  - (i) a 120 point thesis
  - or*
  - (ii) a 90 point research portfolio *and* 30 points from the courses listed in the Master of Social Work Schedule.
- c With the approval of all Academic Heads concerned, up to 30 points may be selected from other 700 level courses offered at this University.

### Thesis and Dissertation

- 7 a The thesis or the research portfolio is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis or research portfolio topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.
- c A student who has to complete 240 points for this degree must, before enrolment for the thesis or research portfolio, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Social Work.
- d A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Social Work to the Postgraduate Diploma in Social Work.

### Variations

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

### Honours

- 9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2011.

### Master of Social Work (MSW) Schedule

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 120 points: SOCWORK 796 Thesis <i>and</i> 120 points from EDPROFST 743, 744, PROFCOUN 704, PROFSUPV 700, 701, 710, 711, 712, 714, 715, 716, SOCCHFAM 731, 734, 735, 736, SOCHLTH 732, 751, 753, 754, 756, 757, SOCWORK 713, 718, 719, 752, 757, 758, 759, SOCYOUTH 733, 736</li> <li><i>or</i></li> <li>• 90 points: SOCWORK 797 Research Portfolio <i>and</i></li> </ul>	150 points from EDPROFST 743, 744, PROFCOUN 704, PROFSUPV 700, 701, 710, 711, 712, 714, 715, 716, SOCCHFAM 731, 734, 735, 736, SOCHLTH 732, 751, 753, 754, 756, 757, SOCWORK 713, 718, 719, 752, 757, 758, 759, SOCYOUTH 733, 736  <i>Note: SOCWORK 718 Applied Research in Social Services is a requirement if a similar course has not been completed. An equivalent research methods course may be substituted from another subject, with the approval of the Academic Head.</i>
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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:
  - a completed the requirements for a Bachelors degree with a minimum of 60 points in social sciences subjects from a New Zealand university or an equivalent degree as approved by Senate or its representative
  - and*
  - b achieved an average grade of B or higher over 75 points in Stage III of an undergraduate degree
  - and*
  - c an interview supported by referees' statements and evidence of suitability is required.

*Note: The applicant will be required to consent to a Police check to ensure they meet the requirements of the Social Workers Registration Act 2003.*

- 2 Admission to the programme requires the approval of Senate or its representative.
- 3 A student who has not gained an average of B or higher as specified in Regulation 1b must have otherwise shown to the satisfaction of the Dean of Faculty of Education capacity to undertake advanced study and research in order to be admitted to the programme.

### Duration and Total Points Value

- 4 A student enrolled for this degree must:
  - a pass courses with a total value of 240 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
and
  - c not exceed 280 points for the total enrolment for this degree.

### Structure and Content

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

### Practical and Professional Requirements

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

### Termination of Enrolment

- 7
  - a If the behaviour of a student in a practice environment is found, after due and fair inquiry, to be disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
  - b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.
  - c A student whose enrolment is terminated under Regulation 7a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

### Honours

- 9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2012.

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

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<b>Requirement:</b> <b>Part I:</b> • 120 points: SOCWORK 721–725	<b>Part II:</b> • 105 points: SOCWORK 711, 713, 734, 735, 739 and • 15 points from SOCCHFAM 731, SOCHLTH 732, SOCYOUTH 733
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## The Degree of Doctor of Education – EdD

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

### Preamble

- 1
  - a A candidate for the degree of Doctor of Education is required to pursue an approved programme of advanced study and research as an enrolled student of the University.
  - b It is expected that this programme will usually be completed within four to six years from the date of registration.

- c The Degree of Doctor of Education is awarded for a formal and systematic exposition of a coherent programme of advanced research work carried out over the period of registration for the degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:
  - (i) to be an original contribution to scholarship relating to professional practice in the field of Education
  - and
  - (ii) to meet internationally recognised standards for such work
  - and
  - (iii) to demonstrate a knowledge of the literature relevant to the subject of the thesis, and the ability to exercise critical and analytical judgement of it
  - and
  - (iv) to be satisfactory in its methodology, in the quality and coherence of its written expression, and in its scholarly presentation and format.
- d All research for the thesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.
- e Doctor of Education theses may not exceed 100,000 words or 250 pages in total without the permission of the Board of Graduate Studies.

### Eligibility

- 2 A candidate for the Degree of Doctor of Education is required to have:
  - a
    - (i) completed the requirements for the award of either the Degree of Master of Education or the Degree of Master of Arts in Education with First Class or Second Class (First Division) Honours at The University of Auckland
    - or
    - (ii) completed the requirements for the award of either the Degree of Bachelor of Education (Teaching) (Honours) or the Degree of Bachelor of Arts (Honours) in Education with First Class or Second Class (First Division) Honours at The University of Auckland
    - or
    - (iii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to one of the prerequisite qualifications specified in Clause 2a(i) and (ii)
  - and
  - b demonstrated an ability to pursue doctoral level research in the field of Education
  - and
  - c had at least five years' experience in education or in an area considered comparable by the Board of Graduate Studies.

### Admission

- 3 **Admission Essential**  
Every candidate for the degree of Doctor of Education must have applied for admission and been admitted to The University of Auckland.

### Duration and Total Points Value

- 4 a A candidate enrolled for this degree must follow an approved two-part programme with a total value of 360 points.
- b Candidates must complete the requirements for Part I within two successive part-time years, unless permitted to do otherwise by the Board of Graduate Studies under Clause 9.
- c After completing Part I candidates must complete the requirements for Part II within two full-time or four part-time years, unless permitted to do otherwise by the Board of Graduate Studies under Clause 9.

### Registration

- 5 a The Board of Graduate Studies, on the recommendation of the Dean of Faculty of Education, is to determine whether the candidate may be registered and the date of registration.
- b Conditions of registration will be determined in accordance with Clause 1 of the General Regulations for Named Doctorates.

### Structure and Content

- 6 a A candidate enrolled for this degree must pass Parts I and II as follows:
  - (i) Part I: 120 points from EDPROFST 844 Research Portfolio
  - (ii) Part II: 240 points from EDPROFST 897 Thesis.
- b A candidate must complete the requirements of Part I before commencing Part II.

### Reviews of Progress

- 7 a At the end of Part I the Dean of Faculty of Education will submit, through the Associate Dean (Postgraduate) of the Faculty, a report to the Board of Graduate Studies on the candidate's progress and containing a recommendation as to whether or not the candidate should be permitted to proceed to Part II.
- b During Part II, reviews of progress and continuation of registration will be made in accordance with Clause 2 of the General Regulations for Named Doctorates.

### Enrolment and Fees

- 8 Enrolment and payment of fees will be determined according to Clause 3 of the General Regulations for Named Doctorates.

### Changes to the Conditions of Registration

- 9 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Clause 4 of the General Regulations for Named Doctorates.

### Submissions

- 10 a **Copies of Thesis**  
All candidates are initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the Guide to Theses and Dissertations.
- b **Notification of Submission**  
One month prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.
- c **Declaration as to Originality**  
The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate's own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma.
- d **Language of Thesis**  
The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

### Examinations

- 11 The examination process will follow that of Clause 9 of the Statute for the Degree of Doctor of Philosophy, except that:
  - a examiners will be requested to assess the thesis according to the criteria of Clause 1(c) of these regulations
 and
  - b the Board of Graduate Studies will normally appoint the Doctor of Education 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 Clause 5 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

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

### Transitional Arrangements

- 15 a These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Doctor of Education were thereby repealed.
- b For a candidate initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the regulations under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

## Diploma of Teaching (Early Childhood Education) – DipTchg(ECE)

*The Diploma of Teaching (Early Childhood Education) was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## Graduate Diploma in Education – GradDipEd

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a (i) completed the requirements for a Bachelors degree  
or  
(ii) completed the requirements for a university diploma approved by Senate or its representative  
or  
(iii) completed a professional qualification in teaching, counselling, social work or relevant other profession approved by Senate or its representative  
or  
(iv) at least five years' employment experience deemed relevant to this programme by the Senate or its representative
 and
  - b satisfied the Dean of Faculty of Education that they have appropriate training and experience to undertake the programme.
- 2 Admission to the graduate diploma is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this graduate diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 4 Of the 120 points required for this graduate diploma, a student must pass:
  - a 120 points from courses listed in the General Option, or from one of the specialisations, in the Graduate Diploma in Education Schedule, including at least 75 points above Stage II  
or  
b at least 90 points from courses listed in the General Option in the Graduate Diploma in Education Schedule, including at least 75 points above Stage II  
and  
up to 30 points from other courses available at this University. The approval of all Heads of Departments concerned is required.
- 5 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

### Variations

- 6 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

### Commencement

- 7 These regulations came into force on 1 January 2006. The 2001 regulations for the Graduate Diploma in Education offered by The University of Auckland and the 2003 regulations for the Graduate Diploma in Education offered by former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

### Graduate Diploma in Education (GradDipEd) Schedule

#### Requirement: 120 points, including at least 75 points above Stage II General Option

either

- 120 points from EDCURRIC 261–267, 338, 340–369, 630–632, EDCURRM 321–324, EDCURSEC 601, 602, 604, 614, 635–640, 678, EDPROFM 321, 322, EDPROFST 220–226, 316–371, 386–390, 735, EDSPEC 301, 330–333, 390, EDUC 341, 342, 381

or

- at least 90 points from EDCURRIC 261–267, 338, 340–369, 630–632, EDCURRM 321–324, EDCURRPK 322, 353, EDPROFM 321, 322, EDPROFST 220–226, 316–371, 386–390, 700–702, 735, EDSPEC 301, 330–333, 390, EDUC 341, 342, 381
- up to 30 points from EDCURRIC 234–236, 238, 239, 241, 313, 334, 337, 433, EDCURSEC 601, 602, 604, 614, 635–640, 678, EDPROFST 363, 376–378, 703, EDUC 341 or other courses available at this University with the approval of the Programme Coordinator

**Specialisations Available****Disability Support**

- 120 points: DISABTY 313, 314, 315, HUMSERV 202, 211, 301, 303, 304

**Reading Recovery**

- 120 points from EDPFST 382–385

**Special Needs Resource Teaching****Part I**

- 60 points: EDPFST 633, 634

**Part II**

- 60 points: EDPFST 735, 736

*Note: Admission to Part II requires prior successful completion of Part I.*

## Graduate Diploma in Special Education – GradDipSpecEd

*The Graduate Diploma in Special Education was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## Graduate Diploma in Teaching (Early Childhood Education) – GradDipTchg(ECE)

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

*In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with children. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this graduate diploma.*

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for:
    - (i) a degree from a New Zealand university
    - or
    - (ii) attained a level of competence approved by Senate or its representative as:
      - (a) equivalent to that specified in (i) above, and
      - (b) appropriate for the proposed programme for this graduate diploma.
    - or
    - (iii) a qualification recognised as equivalent by the Ministry of Education
  - and
  - b demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.*

- 2 Admission to this graduate diploma is at the discretion of Senate or its representative.

**Duration and Total Points Value**

- 3 A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 150 points.
- 4 The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

**Structure and Content**

- 5 A student enrolled for this graduate diploma must pass 150 points from the courses listed in the Graduate Diploma in Teaching (Early Childhood Education) Schedule.
- 6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.
- 7 A student who has been credited for another degree or diploma with any course the same as or similar to those required in the Graduate Diploma in Teaching (Early Childhood Education) Schedule will be required to substitute for those courses so credited such additional course(s) as the Head of Teacher Education Programmes may approve.

**Practicum Requirements**

- 8
  - a In any course that has a practicum and non-practicum component, a student must pass both the practicum and non-practicum component in order to have passed that course as a whole.
  - b Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.



- c At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this diploma.

### Professional Requirements

- 9 a In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.
- b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.
- c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 9e may appeal from that decision to the Council or its duly appointed delegate.

### Termination of Enrolment

- 10 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 10a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

- 11 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

### Commencement

- 12 These regulations came into force on 1 January 2006 for all students enrolling for this degree for the first time. The 2004 regulations for the Graduate Diploma in Teaching (Early Childhood Education) offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

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### Graduate Diploma in Teaching (Early Childhood Education) (GradDipTchg(ECE)) Schedule

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#### Requirement: 150 points including

- 135 points from EDCURRIC 630–635, EDPRAC 621, 622, EDPROFST 622, 623
  - 15 points from EDPROFST 621, 624
- 

## Graduate Diploma of Teaching English in Schools to Speakers of Other Languages – GradDipTESSOL

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- a (i) completed the requirements for a Bachelors degree  
or  
(ii) completed the requirements for a university diploma approved by Senate or its representative  
or  
(iii) completed a professional qualification in teaching or relevant other profession approved by Senate or its representative
- and

- b not less than two years' relevant professional experience and be currently teaching in a New Zealand early childhood, primary or secondary setting
  - and
  - c satisfied the Dean of Faculty of Education that they have appropriate training and experience to undertake the programme.
- 2 Admission to this graduate diploma is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this graduate diploma must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 4 Of the 120 points required for this graduate diploma, a student must pass:
- either
  - a 120 points from the courses listed in the Graduate Diploma of Teaching English in Schools to Speakers of Other Languages Schedule, including at least 75 points above Stage II
  - or
  - b at least 105 points from courses listed in the Graduate Diploma of Teaching English in Schools to Speakers of Other Languages Schedule, including at least 75 points above Stage II
  - and
  - up to 15 points from other courses available at this University. The approval of all Heads of Departments concerned is required.
- 5 The programme for each student requires the approval of the Programme Coordinator prior to enrolment.

### Variations

- 6 In exceptional circumstances Senate or its representative may approve a personal course of study which does not conform to these regulations.

### Commencement

- 7 These regulations came into force on 1 January 2006 for all students enrolling for this graduate diploma for the first time. The 2004 regulations for the Graduate Diploma of Teaching English in Schools to Speakers of Other Languages offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

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### Graduate Diploma of 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 may be taken from EDCURRIC 345, EDCURRM 301, EDPROFST 220, 331, LANGTCHG 706, 710, 711, 714, 722 with the approval of the Programme Coordinator
  - up to 15 points may be taken from other courses available at this University with the approval of the Programme Coordinator
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## Graduate Diploma in Teaching (Primary) – GradDipTchg(Primary)

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

*In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with children. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this graduate diploma.*

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for:
    - (i) a degree from a New Zealand university
    - or
    - (ii) attained a level of competence approved by Senate or its representative as:
      - (a) equivalent to that specified in (i) above, and
      - (b) appropriate for the proposed programme for this graduate diploma.
    - or
    - (iii) a qualification recognised as equivalent by the Ministry of Education
  - and

- b demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.*

- 2 Admission to this graduate diploma is at the discretion of Senate or its representative.

### **Duration and Total Points Value**

- 3 A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 160 points.
- 4 The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

### **Structure and Content**

- 5 Of the 160 points required for this graduate diploma, a student must pass:
  - a 70 points from the Professional and Practicum Courses listed in the Graduate Diploma in Teaching (Primary) Schedule
  - and
  - b 90 points from the Curriculum Courses listed in the Graduate Diploma in Teaching (Primary) Schedule.
- 6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

### **Practicum Requirements**

- 7 a In any course that has a practicum and non-practicum component, a student must pass both the practicum and non-practicum component in order to have passed that course as a whole.
- b Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.
- c At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this diploma.

### **Professional Requirements**

- 8 a In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.
- b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.
- c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

### **Termination of Enrolment**

- 9 a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

### **Variations**

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

## Commencement

- 11 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Teaching (Primary) offered by The University of Auckland and the 2000 regulations for the Graduate Diploma in Teaching (Primary) offered by former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

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

<b>Requirement: 160 points from Professional and Practicum Courses</b> <ul style="list-style-type: none"> <li>70 points from EDPRAC 607, EDPROFST 601, 608</li> </ul>	<b>Curriculum Courses</b> <ul style="list-style-type: none"> <li>90 points from EDCURRIC 603–606, 608–613, 620–622, 628, 629</li> </ul>
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## Graduate Diploma in Teaching (Secondary) – GradDipTchg(Sec)

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

*In order to satisfy the requirements of this graduate diploma, students are required to be in various teaching environments which will bring them into contact with young persons. Only persons able to meet the criteria for provisional registration of the New Zealand Teachers Council will be permitted to enrol in this graduate diploma.*

## Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for:
    - (i) a degree from a New Zealand university
    - or
    - (ii) attained a level of competence approved by Senate or its representative as:
      - (a) equivalent to that specified in (i) above
      - and
      - (b) appropriate for the proposed programme for this graduate diploma
    - or
    - (iii) a qualification recognised as equivalent by the Ministry of Education
  - and
  - b demonstrated the potential to meet the New Zealand Teachers Council criteria for provisional registration. Personal references and an interview will normally be required.

*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process consistent with the requirements for provisional registration of the New Zealand Teachers Council.*

- 2 Admission to this graduate diploma is at the discretion of Senate or its representative.

## Duration and Total Points Value

- 3 A student enrolled for this graduate diploma must follow a programme of the equivalent of one full-time year and pass courses with a total value of 120 points.
- 4 The requirements for this graduate diploma must be completed within 24 months of initial enrolment unless, in exceptional circumstances, Senate or its representative extends this period.

## Structure and Content

- 5 Of the 120 points required for this graduate diploma, a student must pass:
  - a 60 points from the Core Courses listed in the Graduate Diploma in Teaching (Secondary) Schedule
  - and
  - b 60 points from the Curriculum Courses listed in the Graduate Diploma in Teaching (Secondary) Schedule.
- 6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

## Practicum Requirements

- 7
  - a In any course that has a practicum and non-practicum component, a student must pass both the practicum and non-practicum component in order to have passed that course as a whole.
  - b Re-enrolment in any EDPRAC course after failing that course requires the permission of the Dean of Faculty of Education or nominee.
  - c At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this diploma.

## Professional Requirements

- 8
  - a In order to complete the requirements for this graduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.
  - b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty.
  - c If the Dean of Faculty has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
  - d If the Dean of Faculty is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
  - e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
  - f A student whose enrolment is terminated under Regulation 8e may appeal from that decision to the Council or its duly appointed delegate.

## Termination of Enrolment

- 9
  - a If the behaviour of a student in a teaching environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
  - b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any teaching placement pending the outcome of the inquiry.
  - c A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

## Variations

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

## Commencement

- 11 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Teaching (Secondary) offered by The University of Auckland and the 2000 regulations for the Graduate Diploma in Teaching (Secondary) offered by former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this graduate diploma for whom the regulations will be repealed on 1 December 2007.

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### Graduate Diploma in Teaching (Secondary) (GradDipTchg(Sec)) Schedule

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#### Requirement: 120 points from

#### Core Courses

- 30 points: EDPRAC 608, or 605, 606
- 30 points: EDPFST 612

#### Curriculum Courses

- 60 points from EDCURSEC 601–690
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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. Furthermore, before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.*

- 2 No student on whom the Postgraduate Diploma in Education – Counselling specialisation has already been conferred by The University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.
- 3 Admission to the programme requires the approval of Senate or its representative.

#### **Duration and Total Points Value**

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

#### **Structure and Content**

- 6 A student enrolled for this postgraduate diploma must pass 120 points from the Postgraduate Diploma in Counselling Theory Schedule.
- 7 The programme for each student must be approved by the Dean of Faculty of Education prior to enrolment.

#### **Distinction**

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

#### **Variations**

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

#### **Commencement**

- 10 These regulations came into force on 1 January 2011. The 2006 regulations for the Postgraduate Diploma in Education – Counselling specialisation offered by The University of Auckland were repealed.

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#### **Postgraduate Diploma in Counselling Theory (PGDipCounsTh) Schedule**

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- 90 points: EDPROFST 746, 748, 749, 750, PROFCOUN 701
- 30 points from EDPROFST 700–757, 760–788, EDUC 702–764, PROFCOUN 702–704, 707, PROFSUPV 704 or a 700 level course in another subject as approved by the Associate Dean (Postgraduate)

*Note: A student wishing to enrol in the Research Portfolio of the MCouns following the award of this postgraduate qualification should note that EDPROFST 750 is a prerequisite for enrolment.*

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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 for the Special Needs Resource Teaching specialisation, completed the requirements for an Advanced Diploma of Teaching or a Diploma of Teaching, and a Diploma in the Education of Students with Special Teaching Needs, as approved by Senate or its representative  
or
  - e if enrolling in the Early Career Teaching specialisation, completed the requirements of a Bachelor of Education (Teaching) degree, or equivalent, as approved by Senate or its representative, and less than three years teaching experience or not hold full registration from the New Zealand Teachers Council.



- 2 No student on whom the Degree of Master of Arts in Education has already been conferred by The University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.
- 3 Admission to the programme requires the approval of Senate or its representative.

### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass 120 points from one of the options listed in the Postgraduate Diploma in Education Schedule.
- 7 The programme for each student must be approved by the Dean of Faculty of Education prior to enrolment.

### Distinction

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

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2011. The 2006 regulations for the Postgraduate Diploma in Education were thereby repealed.

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## Postgraduate Diploma in Education (PGDipEd) Schedule

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#### Requirement:

either

- 120 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 763, 771, 772, 780, 781, 783, 784, 788, 789, 791, EDPRAC 751, 752, EDPROFST 700–757, 760–788, EDPROFM 700, 701, 702, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791, EDUCM 738, 739

or

- at least 75 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 763, 771, 772, 780, 781, 783, 784, 788, 789, 791, EDPRAC 751, 752, EDPROFST 700–757, 760–788, EDPROFM 700, 701, 702, EDSPEC 700, EDUC 702–764, 774, 776, 787, 791, EDUCM 738, 739

- up to 45 points from 700 level courses in another subject. The approval of all Heads of Departments is required

or

#### Special Needs Resource Teaching specialisation

**Prerequisite:** Prior approval from the Dean of Faculty of Education

- 120 points: EDPROFST 733–736

or

#### Counselling specialisation

*The Counselling specialisation in the Postgraduate Diploma in Education was withdrawn in 2010. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding*

*completion. A new Postgraduate Diploma in Counselling Theory has been developed.*

or

#### Early Career Teaching specialisation

- 60 points: EDPRAC 701
- 30 points from EDCURRIC 740, EDPRAC 751, EDPROFST 750, 756, 757, 758, 788, EDUC 774, 787
- 30 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 740, 750, 760, 763, 771, 772, 780, 781, 783, 784, 788, 789, 791, EDPRAC 751, 752, EDPROFST 700–757, 760–788, EDPROFM 700, 701, 702, EDUC 702–764, 787, 791, EDUCM 738, 739, or from 700 level courses related to their area of inquiry from other schedules across the University. The approval of all Heads of Department is required

or

#### Literacy Education specialisation

**Prerequisite:** Prior approval from the Dean of Faculty of Education

- 120 points: EDPROFST 700–703

*Note 1: A student wishing to enrol in a thesis or research portfolio for the Master of Education following the award of this postgraduate diploma should note that passing of 30 points of approved research methodology courses will be required.*

*Note 2: A student wishing to enrol in the Master of Educational Leadership is advised to include EDPROFST 738 and 757 in the postgraduate diploma.*

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

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for:
  - either
  - a the Degree of Bachelor of Education (Teaching)
  - or

- b an equivalent qualification recognised for teacher registration in New Zealand as approved by Senate or its representative.
- 2 A student who has not completed the requirements for the Degree of Bachelor of Education (Teaching) but who has:
  - a passed courses with a total value of at least 345 points for that degree
  - and
  - b passed the prerequisites for the required courses
 may, with the approval of the Dean of Faculty of Education, enrol for this postgraduate diploma. The remaining points for the Degree of Bachelor of Education (Teaching) must be passed within the first semester of enrolment for the Postgraduate Diploma in Education (Teaching). The Postgraduate Diploma in Education (Teaching) will not be awarded until the requirements for the Degree of Bachelor of Education (Teaching) have been completed.
- 3 Admission to the programme requires the approval of Senate or its representative.  
*Note: Admission to and completion of this programme does not meet New Zealand teacher registration requirements and does not constitute a pre-service teaching qualification.*

### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Education (Teaching) Schedule.
- 7 With the approval of all Heads of Departments concerned, up to 30 points may be selected from other 700 level courses offered at this University.
- 8 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

### Distinction

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

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2006.

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

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<b>Requirement:</b> <ul style="list-style-type: none"> <li>120 points from EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 771, 780, 781, 783, 784, 791, EDPROFST 704–708,</li> </ul>	710, 711, 714, 715, 717–727, 731, 737, 751–756, 760, 761, 763–765, 767, 769, 773, 776, 777, 779, 782, EDUC 702
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### Postgraduate Diploma in Educational Leadership – PGDipEdLd

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

### Admission

- 1 In order to be admitted to this programme, a student needs to:
  - a have completed the requirements for a Bachelors degree from this University or an equivalent degree as approved by Senate or its representative
  - and
  - b (i) hold a professional qualification in teaching, or other profession approved by Senate or its representative
  - and
  - (ii) have at least three years practical experience in teaching or in a related profession, including experience in a formal or informal leadership and/or management role.

- 2 Any student who has completed the requirements for the Degree of Master of Education in Educational Administration, the Postgraduate Diploma in Educational Management or the Degree of Master of Educational Management at The University of Auckland may not be admitted to this postgraduate diploma.
- 3 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

#### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

#### Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass 120 points in courses as listed in the Postgraduate Diploma in Educational Leadership Schedule.
- 7 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

#### Distinction

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

#### Variations

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

#### Commencement

- 10 These regulations came into force on 1 January 2010.

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#### Postgraduate Diploma in Educational Leadership (PGDipEdLd) Schedule

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<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 30 points: EDPROFST 738</li> <li>• 30 points from EDPROFST 757, EDUC 787</li> <li>• 60 points from EDCURRIC 740, 772, EDPROFST 710, 716, 737,</li> </ul>	739, 740, 751, 762, 769, 774, 776, 782, EDUC 772, BUSADMIN 713, HRMGMT 702, 704, 706, 707, 708, approved 700 level courses listed in the Postgraduate Diploma in Business Schedule
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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.

#### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass:
  - a at least 120 points from courses listed in the Postgraduate Diploma in Professional Supervision Schedule
  - or
  - b (i) at least 90 points from courses listed in the Postgraduate Diploma in Professional Supervision Schedule
  - and
  - (ii) up to 30 points from other postgraduate courses as approved by Senate or its representative.
- 7 The programme for each student requires the approval of Senate or its representative.

### Distinction

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

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2008.

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#### Postgraduate Diploma in Professional Supervision (PGDipProfSup) Schedule

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##### Requirement:

- 60 points: PROFSUPV 700, 701
  - 60 points from PROFSUPV 707, 711–717
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### Postgraduate Diploma in Social Work – PGDipSW

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for a Bachelor of Social Work from this University or an equivalent degree as approved by Senate or its representative.
- 2 Admission to this postgraduate diploma is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 5 A student enrolled for this postgraduate diploma must pass 120 points in courses as listed in the Postgraduate Diploma in Social Work Schedule.
- 6 The programme for each student requires the approval of the Dean of Faculty of Education prior to enrolment.

### Distinction

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

### Variations

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

### Commencement

- 9 These regulations came into force on 1 January 2011.

### Postgraduate Diploma in Social Work (PGDipSW) Schedule

**Requirement:**

- 120 points from EDPFST 743, 744, PROFCON 704, PROFSUPV 700, 701, 710, 711, 712, 714, 715, 716, SOCCHFAM 731, 734, 735, 736, SOCHLTH 732, 751, 753, 754, 756, 757, SOCWORK 713, 718, 719, 752, 757, 758, 759, SOCYOUTH 733, 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.*

### Postgraduate Diploma in Teaching (Secondary Field-based) – PGDipTchg(SecFB)

*Subject to CUAP Approval*

*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 New Zealand Teachers Council 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 New Zealand Teachers Council 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 New Zealand Teachers Council.*
- 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 prior to enrolment.

#### Practical Requirements

- 7
  - 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 or nominee.
  - c At the discretion of Senate or its representative, a student who does not pass an EDPRAC course may be declined permission to re-enrol for this diploma.

#### Professional Requirements

- 8
  - a In order to meet the requirements for this postgraduate diploma, a student must be able to meet the criteria for provisional registration of the New Zealand Teachers Council.

- b A student who ceases to be able to meet the criteria for provisional registration of the New Zealand Teachers Council must immediately notify the Dean of Faculty of Education.
- c If the Dean of Faculty of Education has reason to believe that a student does not meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall advise the student and take into account any written response from the student.
- d If the Dean of Faculty of Education is satisfied that the student is not able to meet the criteria for provisional registration of the New Zealand Teachers Council the Dean shall notify Senate or its representative.
- e On receipt of such advice, Senate or its representative may terminate the student's enrolment and any application to re-enrol may likewise be declined.
- f A student whose enrolment is terminated under Regulation 8e may appeal 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 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 9a may appeal 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 2013.

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### Postgraduate Diploma in Teaching (Secondary Field-based) Schedule

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#### Requirement:

- 120 points: EDCURSEC 709, 719, EDPRAC 751, 753, EDPROF 700
- 

## Postgraduate Certificate in Professional Supervision – PGCertProfSup

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

### Admission

- 1 In order to be admitted to this programme, a student needs to:
  - a have completed the requirements for a Bachelors degree approved by Senate or its representative and
  - b be currently employed in health, counselling, social or human services or other appropriate professional context and
  - c have at least three years relevant professional experience.
- 2 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content

- 4 A student enrolled in this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Professional Supervision Schedule.

### Variations

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



**Commencement**

- 6 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:**

- 60 points: PROFSUPV 700, 701
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**Foundation Certificate Education – FCertEd**

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

**Admission**

- 1 In order to be admitted to this programme a student needs to:
  - a be a New Zealand citizen or permanent resident of New Zealand
  - and
  - b (i) have satisfied the Head of Programme that they have completed NCEA Level 2 at a New Zealand secondary school or its equivalent
  - or
  - (ii) be eligible for Special Admission to the University
  - and
  - c have completed a satisfactory interview with the Coordinator of the Certificate.

*Note: Students who satisfactorily complete the Foundation Certificate Education will be able to apply for ad eundem statum admission to the University for entry into undergraduate programmes in the Faculty of Education.*

**Duration and Total Points Value**

- 2 A student enrolled in this certificate must follow a programme of the equivalent of two full-time semesters and pass courses with a total of 120 points.

**Structure and Content**

- 3 A student enrolled in this certificate must pass 120 points from the courses listed in the Foundation Certificate Education Schedule.
- 4 Courses must be selected in consultation with, and approved by, the Coordinator of the Certificate.

**Variations**

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

**Commencement**

- 6 These regulations came into force on 1 January 2006.

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**Foundation Certificate Education (FCertEd) Schedule**


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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
- 

**Foundation Certificate Tohu Tūāpapa Mātauranga – FCertTTM**

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

**Admission**

- 1 In order to be admitted to this programme a student needs to:
  - a be a New Zealand citizen or permanent resident of New Zealand
  - and
  - b (i) have satisfied the Director Māori-medium Education that they have completed NCEA Level 2 at a New Zealand secondary school or its equivalent
  - or
  - (ii) be eligible for Special Admission to the University
  - and
  - c have completed a satisfactory interview with the Coordinator of the Certificate.

*Note: Students who satisfactorily complete the Foundation Certificate Tohu Tūāpapa Mātauranga*

*will be able to apply for ad eundem statum admission to the University for entry into undergraduate programmes in the Faculty of Education.*

### Duration and Total Points Value

- 2 A student enrolled in this certificate must follow a programme of the equivalent of two full-time semesters and pass courses with a total of 120 points.

### Structure and Content

- 3 A student enrolled in this certificate must pass 120 points from the courses listed in the Foundation Certificate Tohu Tūāpapa Mātauranga Schedule.
- 4 Courses must be selected in consultation with, and approved by, the Coordinator of the Certificate.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006.

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#### Foundation Certificate Tohu Tūāpapa Mātauranga (FCertTTM) Schedule

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<b>Requirement:</b> <b>Core Courses</b> <ul style="list-style-type: none"> <li>• 90 points: EDFOUNDM 10F–14F, 17F</li> </ul>	<b>Optional Courses</b> <ul style="list-style-type: none"> <li>• at least 30 further points from EDFOUNDM 15F, 16F, 18F, 19F</li> </ul>
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## Regulations – Engineering

- 218 The Degree of Bachelor of Engineering – BE
- 218 The Degree of Bachelor of Engineering (Honours) – BE(Hons)
- 222 The Degree of Master of Engineering – ME
- 224 The Degree of Master of Engineering Management – MEMgt
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- 227 Graduate Diploma in Engineering – GradDipEng
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- 228 Postgraduate Certificate in Engineering – PGCertEng
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## Interfaculty Degrees and Diplomas – Engineering

- 317 The Degree of Bachelor of Technology – BTech
- 320 The Degree of Master of Energy – MEnergy
- 322 The Degree of Master of Operations Research – MOR
- 327 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.
- 2 Students with high Grade Point Equivalent scores may be invited to complete the full requirements of the Degree of Bachelor of Engineering (Honours) over three years. Students will complete all courses in all Parts of the chosen specialisation except that some courses from Part I may be replaced by approved alternative courses.

#### Structure and Content

- 3 Of the 480 points required for this degree, a student must pass:
  - a 120 points: Part I as listed in the Bachelor of Engineering (Honours) Schedule including 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
  - b 360 points from Parts II, III and IV for one of the areas of specialisation listed in the Bachelor of Engineering (Honours) Schedule.
- 4
  - a A student will not normally be permitted to enrol for Part II unless Part I has been completed, or to enrol for Part III unless Part II has been completed, or to enrol for Part IV unless Part III has been completed.
  - b However, a student who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
  - c Only in exceptional circumstances will a student be permitted to enrol for Part III unless Part I has been completed, or to enrol for Part IV unless Part II has been completed.

#### General Education Exemptions

- 5 A 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 with credit from another tertiary institution of 120 points or more
  - or*
  - d been admitted to this degree with credit from another tertiary institution for the entire Part I of this degree.

#### Conjoint Degrees

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

### Practical Requirements

- 7 a A student enrolled for this degree must carry out satisfactorily such practical work in ENGGEN 299 and ENGGEN 499, field trips and laboratory requirements, as prescribed by the Faculty of Engineering.
- b A student will not be considered to have completed the requirements for this degree unless Academic Services has received from the Dean of Faculty of Engineering confirmation that the student has complied with the requirements of Regulation 7a.

### English Language Requirements

- 8 a A student enrolled for this degree must demonstrate competence in the English language, in ENGGEN 199, as prescribed by the Faculty of Engineering.
- b A student will not be considered to have completed the requirements for this degree unless Academic Services has received from the Dean of Faculty of Engineering confirmation that the student has complied with the requirements of Regulation 8a.

### Honours

- 9 The Bachelor of Engineering (Honours) may be awarded with First Class Honours or with Second Class Honours in either First Division or Second Division. The class of honours shall be determined by the student's weighted average grade over Parts II, III and IV. Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2008. The 2000 regulations for the Degree of Bachelor of Engineering were thereby repealed.

#### Bachelor of Engineering (Honours) (BE(Hons)) Schedule

Part I – compulsory for all BE(Hons) students	Points		
CHEMMAT 121 Materials Science	15	ENGGEN 140 Engineering Biology and Chemistry	15
ELECTENG 101 Electrical and Digital Systems	15	ENGGEN 199 English Language Competency	0
ENGGEN 115 Introduction to Engineering Design	15	ENGSCI 111 Mathematical Modelling 1	15
ENGGEN 121 Engineering Mechanics	15	<b>General Education Requirement</b>	
ENGGEN 131 Engineering Computation and Software Development	15	15 points from courses listed in the General Education Schedules approved for this degree	

#### BE(Hons) Specialisations

Biomedical Engineering	Points		
<b>Part II</b>		COMPSYS 303 Microcomputers and Embedded Systems	15
BIOMENG 221 Mechanics of Biomaterials	15	ENGSCI 309 Image and Digital Signal Processing	15
BIOMENG 241 Instrumentation and Design	15	ENGSCI 355 Applied Modelling in Simulation and Optimisation	15
BIOSCI 107 Biology for Biomedical Science: Cellular Processes and Development	15	ENGSCI 391 Optimisation in Operations Research	15
ENGGEN 204 Technical Communication for Engineers	15	MATHS 362 Methods in Applied Mathematics	15
ENGGEN 299 Workshop Practice	0	MECHENG 313 Real Time Software Design	15
ENGGEN 303 Management for Engineers	15	MECHENG 352 Manufacturing Systems	15
ENGSCI 211 Mathematical Modelling 2	15	MECHENG 371 Digital Circuit Design	15
ENGSCI 233 Computational Techniques and Computer Systems	15	MEDSCI 305 Systematic Pharmacology	15
MEDSCI 142 Biology for Biomedical Science: Organ Systems	15	MEDSCI 312 Endocrinology of Growth and Metabolism	15
<b>Part III</b>		MEDSCI 314 Immunology	15
BIOMENG 321 Continuum Modelling in Bioengineering	15	Other courses approved by the Head of Department	
BIOMENG 341 Bioinstrumentation and Design	15	<b>Part IV</b>	
BIOMENG 361 Tissue and Molecular Bioengineering	15	ENGGEN 403 Professional and Sustainability Issues	15
ENGSCI 314 Mathematical Modelling 3ES	15	ENGGEN 499 Practical Work	0
ENGSCI 331 Computational Techniques 2	15	ENGSCI 700 Research Project	30
MEDSCI 205 Physiology of Human Organ Systems	15	ENGSCI 753 Computational Techniques in Continuum Mechanics and Bioengineering	15
MEDSCI 309 Biophysics of Nerve and Muscle	15	<b>Elective Courses: 60 points from:</b>	
<b>Elective Courses: 15 points from:</b>		CHEMMAT 753 Non-metallic Materials	15
CHEM 380 Materials Chemistry	15	CHEMMAT 754 Materials Engineering	15
CHEM 392 Issues in Drug Design and Development	15	CHEMMAT 757 Engineering Biotechnology	15
CHEMMAT 315 Chemical Reactor Engineering	15	ENGSCI 711 Advanced Mathematical Modelling	15
		ENGSCI 740 Advanced Continuum Mechanics 1	15
		ENGSCI 772 Whole Organ Modelling	15

MATHS 764 Mathematical Biology	15
MECHENG 743 Composite Materials	15
MEDSCI 703 Advanced Biomedical Imaging	15
MEDSCI 737 Biomedical Magnetic Resonance Imaging	15
Up to 30 points from other courses approved by the Head of Department	

## Chemical and Materials Engineering

Points

### Part II

CHEMMAT 211 Introduction to Process Engineering	15
CHEMMAT 212 Energy and Processing	15
CHEMMAT 213 Transfer Processes 1	15
CHEMMAT 221 Materials	15
CHEMMAT 232 Process Design 1	15
CHEMMAT 242 Applied Chemistry	15
ENGGEN 204 Technical Communication for Engineers	15
ENGGEN 299 Workshop Practice	0
ENGSCI 211 Mathematical Modelling 2	15

### Part III

CHEMMAT 312 Transfer Processes 2	15
CHEMMAT 313 Advanced Process Engineering	15
CHEMMAT 315 Chemical Reactor Engineering	15
CHEMMAT 322 Materials Processing and Performance	15
CHEMMAT 331 Process Design 2	15
ENGGEN 303 Management for Engineers	15
ENGSCI 311 Mathematical Modelling 3	15

### Elective Courses: 15 points from:

CHEMMAT 317 New Developments in Process Engineering or other courses approved by the Head of Department	15
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### Part IV

CHEMMAT 750 Design Project	30
CHEMMAT 751 Research Project	30
CHEMMAT 752 Process Dynamics and Control	15
ENGGEN 403 Professional and Sustainability Issues	15
ENGGEN 499 Practical Work	0

### Elective Courses: 30 points from:

CHEMMAT 724 Advanced Materials Characterisation	15
CHEMMAT 753 Non-metallic Materials	15
CHEMMAT 754 Materials Engineering	15
CHEMMAT 755 Electronic Materials and their Applications	15
CHEMMAT 756 Food Process Engineering	15
CHEMMAT 757 Engineering Biotechnology	15
or other courses approved by the Head of Department	

## Civil Engineering

Points

### Part II

CIVIL 201 Land Information Systems	10
CIVIL 210 Introduction to Structures	15
CIVIL 211 Structures and Design 1	10
CIVIL 220 Introductory Engineering Geology	10
CIVIL 221 Geomechanics 1	10
CIVIL 230 Fluid Mechanics 1	10
CIVIL 250 Civil Engineering Materials and Design	10
ENGGEN 204 Technical Communication for Engineers	15
ENGGEN 299 Workshop Practice	0
ENVENG 244 Environmental Engineering 1	15
ENGSCI 211 Mathematical Modelling 2	15

### Part III

CIVIL 322 Geomechanics 2	10
CIVIL 331 Hydraulic Engineering	10
CIVIL 360 Transportation Engineering 1	10
CIVIL 361 Transportation Engineering 2	10
ENGGEN 303 Management for Engineers	15
ENVENG 333 Engineering Hydrology	10
ENGSCI 311 Mathematical Modelling 3	15

### Elective Courses: 15 points from:

CIVIL 312 Structures and Design 2	15
ENVENG 341 Environmental Engineering 2	15
15 points from:	
CIVIL 313 Structures and Design 3	15

ENVENG 342 Environmental Engineering Design	15
or other courses approved by the Head of Department	

### 10 points from:

CIVIL 314 Structural Dynamics	10
CIVIL 324 Geomechanics 3	10
CIVIL 332 Fluid Mechanics 2	10
ENVENG 343 Environmental Engineering 3	10

### Part IV

CIVIL 705 Research Project	30
CIVIL 790 Civil Engineering Administration	15
ENGGEN 403 Professional and Sustainability Issues	15
ENGGEN 499 Practical Work	0

### Elective Courses: At least 60 points from:

CIVIL 713 Structures and Design 4	15
CIVIL 714 Multistorey Building Design	15
CIVIL 715 Advanced Structural Concrete	15
CIVIL 719 Matrix Structural Analysis	15
CIVIL 721 Foundation Engineering	15
CIVIL 722 Slope Engineering	15
CIVIL 723 Rock Mechanics and Excavation Engineering	15
CIVIL 725 Geotechnical Earthquake Engineering	15
CIVIL 726 Engineering Geology	15
CIVIL 731 Water Resources Modelling	15
CIVIL 733 Coastal Engineering 1	15
CIVIL 734 River Engineering	15
CIVIL 741 Ground Improvements and Geosynthetics Engineering	15
CIVIL 750 Timber Engineering	15
CIVIL 758 Traffic Systems Planning and Design	15
CIVIL 759 Highway and Transportation Design	15
CIVIL 782 Water Resources Engineering	15
CIVIL 791 Construction Management	15
ENVENG 701 Urban Stormwater Management	15
ENVENG 702 Engineering Decision Making in Aotearoa	15
ENVENG 740 Water and Waste Water Engineering	15
ENVENG 750 Sustainability Engineering 2	15
Up to 15 points of other courses approved by the Head of Department	

## Computer Systems Engineering

Points

### Part II

COMPSYS 201 Fundamentals of Computer Engineering	15
COMPSYS 202 Object Oriented Design and Programming	15
ELECTENG 202 Circuits and Systems	15
ELECTENG 204 Engineering Electromagnetics	15
ELECTENG 209 Analogue and Digital Design	15
ELECTENG 210 Electronics 1	15
ENGGEN 204 Technical Communication for Engineers	15
ENGGEN 299 Workshop Practice	0
ENGSCI 211 Mathematical Modelling 2	15

### Part III

COMPSYS 301 Design: Hardware Software Systems	15
COMPSYS 302 Design: Software Practice	15
COMPSYS 303 Digital Systems Design 1	15
ELECTENG 303 Systems and Control	15
ENGGEN 303 Management for Engineers	15
ENGSCI 313 Mathematical Modelling 3ECE	15

### Elective Courses: 30 points from:

COMPSYS 303 Microcomputers and Embedded Systems	15
COMPSYS 304 Computer Architecture 1	15
SOFTENG 325 Software Architecture	15
Up to 15 points from other courses approved by the Head of Department	

### Part IV

COMPSYS 700 Research Project	30
ENGGEN 403 Professional and Sustainability Issues	15
ENGGEN 499 Practical Work	0

### Elective Courses: 75 points from:

COMPSYS 701 Advanced Digital Systems Design	15
COMPSYS 703 Advanced Intelligent Systems	15
COMPSYS 704 Advanced Embedded Systems	15
COMPSYS 705 Formal Methods for Engineers	15



COMPSYS 706 Speech and Language Processing	15
COMPSYS 707 Advanced Microcomputer Architecture	15
COMPSYS 710 Studies in Computer Systems Engineering 1	15
COMPSYS 711 Studies in Computer Systems Engineering 2	15
COMPSYS 712 Studies in Computer Systems Engineering 3	15
COMPSYS 713 Studies in Computer Systems Engineering 4	15
COMPSYS 714 Studies in Computer Systems Engineering 5	15
COMPSYS 715 Studies in Computer Systems Engineering 6	15
COMPSYS 721 Special Topics 1	15
COMPSYS 722 Special Topics 2	15
COMPSYS 723 Embedded Systems Design	15
COMPSYS 724 Real-time Systems	15
COMPSYS 725 Computer Networks and Distributed Applications	15
COMPSYS 726 Robotics and Intelligent Systems	15
ELECTENG 704 Advanced Control Systems	15
ELECTENG 706 Digital Signal Processing	15
ELECTENG 722 Control Systems	15
ELECTENG 726 Digital Communications	15
ELECTENG 728 Sensor Networks	15
ELECTENG 732 Communication Systems	15
ELECTENG 733 Signal Processing	15
ELECTENG 734 Power Electronics	15
Up to 15 points from other courses approved by the Head of Department	

### Electrical and Electronic Engineering Points

#### Part II

COMPSYS 201 Fundamentals of Computer Engineering	15
COMPSYS 202 Object Oriented Design and Programming	15
ELECTENG 202 Circuits and Systems	15
ELECTENG 204 Engineering Electromagnetics	15
ELECTENG 209 Analogue and Digital Design	15
ELECTENG 210 Electronics 1	15
ENGGEN 204 Technical Communication for Engineers	15
ENGGEN 299 Workshop Practice	0
ENGSCI 211 Mathematical Modelling 2	15

#### Part III

ELECTENG 303 Systems and Control	15
ELECTENG 305 Electronics 2	15
ELECTENG 310 Electrical Engineering Design 1	15
ELECTENG 311 Electrical Engineering Design 2	15
ENGGEN 303 Management for Engineers	15
ENGSCI 313 Mathematical Modelling 3ECE	15

#### Elective Courses: 15 points from:

COMPSYS 302 Design: Software Practice	15
COMPSYS 305 Digital Systems Design 1	15
ELECTENG 307 Transmission Lines and Systems	15
Other courses approved by the Head of Department	

#### 15 points from:

COMPSYS 303 Microcomputers and Embedded Systems	15
COMPSYS 304 Computer Architecture 1	15
ELECTENG 309 Power Apparatus and Systems	15
SOFTENG 325 Software Architecture	15
Other courses approved by the Head of Department	

#### Part IV

ELECTENG 700 Research Project	30
ENGGEN 403 Professional and Sustainability Issues	15
ENGGEN 499 Practical Work	0

#### Elective Courses: 75 points from:

COMPSYS 723 Embedded Systems Design	15
COMPSYS 724 Real-time Systems	15
COMPSYS 725 Computer Networks and Distributed Applications	15
COMPSYS 726 Robotics and Intelligent Systems	15
ELECTENG 721 Radio Systems	15
ELECTENG 722 Control Systems	15
ELECTENG 724 Special Topics 2	15
ELECTENG 726 Digital Communications	15
ELECTENG 728 Sensor Networks	15
ELECTENG 731 Power Systems	15
ELECTENG 732 Communication Systems	15

ELECTENG 733 Signal Processing	15
ELECTENG 734 Power Electronics	15
ELECTENG 735 Special Topics 1	15
ELECTENG 736 Analog and Digital Filter Synthesis	15
Other courses approved by the Head of Department	

### Engineering Science Points

#### Part II

ENGGEN 204 Technical Communication for Engineers	15
ENGGEN 299 Workshop Practice	0
ENGSCI 211 Mathematical Modelling 2	15
ENGSCI 233 Computational Techniques and Computer Systems	15
ENGSCI 255 Modelling in Operations Research	15
ENGSCI 263 Modelling and Design 1	15
MECHENG 242 Mechanics of Materials 1	15

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

#### Part III

ENGGEN 303 Management for Engineers	15
ENGSCI 314 Mathematical Modelling 3ES	15
ENGSCI 331 Computational Techniques 2	15
ENGSCI 343 Fundamentals of Continuum Mechanics	15
ENGSCI 363 Modelling and Design 2	15
ENGSCI 391 Optimisation in Operations Research	15

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

#### Part IV

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

#### Elective Courses: 75 points from:

ENGSCI 701 Studies in Engineering Science	15
ENGSCI 711 Advanced Mathematical Modelling	15
ENGSCI 712 Computational Algorithms for Signal Processing	15
ENGSCI 721 Advanced Numerical Methods	15
ENGSCI 740 Advanced Continuum Mechanics 1	15
ENGSCI 741 Advanced Continuum Mechanics 2	15
ENGSCI 742 Studies in Continuum Mechanics	15
ENGSCI 745 Petroleum Engineering	15
ENGSCI 753 Computational Techniques in Continuum Mechanics and Bioengineering	15
ENGSCI 760 Algorithms for Optimisation	15
ENGSCI 761 Integer, Non-Linear and Multi-objective Optimisation	15
ENGSCI 762 Scheduling and Optimisation in Decision Making	15
ENGSCI 763 Advanced Simulation and Stochastic Modelling	15
ENGSCI 765 Studies in Operations Research 1	15
ENGSCI 766 Studies in Operations Research 2	15
ENGSCI 768 Research Topics in Operations Research 1	15
ENGSCI 769 Research Topics in Operations Research 2	15
Up to 30 points from other courses approved by the Head of Department	

### Mechanical Engineering Points

#### Part II

ENGGEN 204 Technical Communication for Engineers	15
ENGGEN 299 Workshop Practice	0
ENGSCI 211 Mathematical Modelling 2	15
MECHENG 211 Thermofluids	15
MECHENG 222 Dynamics	15
MECHENG 235 Design and Manufacture 1	15
MECHENG 236 Design and Manufacture 2	15
MECHENG 242 Mechanics of Materials 1	15

#### Elective Courses: 15 points from:

MECHENG 201 Electronics and Computing for Mechanical Engineers	15
MECHENG 224 System Dynamics Modelling, Simulation and Animation	15
Other courses approved by the Head of Department	

#### Part III

ENGGEN 303 Management for Engineers	15
ENGSCI 311 Mathematical Modelling 3	15

MECHENG 311 Thermal Engineering	15
MECHENG 322 Control Systems	15
MECHENG 325 Machine and Structural Dynamics	15
MECHENG 334 Engineering Design 3M	15
MECHENG 340 Mechanics of Materials 2	15
MECHENG 352 Manufacturing Systems	15
<b>Part IV</b>	
ENGGEN 403 Professional and Sustainability Issues	15
ENGGEN 499 Practical Work	0
MECHENG 731 Engineering Design 4M	15
MECHENG 747 Manufacturing and Industrial Processes	15
MECHENG 763 Research Project	30
<b>Elective Courses: 45 points from:</b>	
ENGGEN 701 Professional Project	15
MECHENG 707 Special Topic in Mechanical Engineering 1	15
MECHENG 708 Special Topic in Mechanical Engineering 2	15
MECHENG 712 Aerohydrodynamics	15
MECHENG 713 Energy Technology	15
MECHENG 715 Building Services	15
MECHENG 722 Dynamics, Vibrations and Spectral Analysis	15
MECHENG 724 Multivariable Control Systems	15
MECHENG 726 Acoustics for Engineers	15
MECHENG 743 Composite Materials	15
MECHENG 752 Technology Management	15
Other courses approved by the Head of Department	

<b>Mechatronics Engineering</b>		<b>Points</b>
<b>Part II</b>		
ENGGEN 204 Technical Communication for Engineers	15	
ENGGEN 299 Workshop Practice	0	
ENGSCI 211 Mathematical Modelling 2	15	
MECHENG 211 Thermofluids	15	
MECHENG 222 Dynamics	15	
MECHENG 235 Design and Manufacture 1	15	
MECHENG 242 Mechanics of Materials 1	15	
MECHENG 270 Software Design	15	
<b>Elective Courses: 15 points from:</b>		
ELECTENG 208 Electric Circuit Analysis	15	
Other courses approved by the Head of Department		
<b>Part III</b>		
ENGGEN 303 Management for Engineers	15	
ENGSCI 311 Mathematical Modelling 3	15	
MECHENG 312 Sensors and Actuators	15	
MECHENG 313 Real Time Software Design	15	
MECHENG 322 Control Systems	15	
MECHENG 325 Machine and Structural Dynamics	15	
MECHENG 370 Analog Circuit Design	15	
MECHENG 371 Digital Circuit Design	15	
<b>Part IV</b>		
ENGGEN 403 Professional and Sustainability Issues	15	
ENGGEN 499 Practical Work	0	
MECHENG 705 Mechatronics Systems	15	
MECHENG 706 Mechatronics Design	15	
MECHENG 762 Mechatronics Research Project	30	
<b>Elective Courses: 45 points from:</b>		
COMPSYS 726 Robotics and Intelligent Systems	15	
ENGGEN 701 Professional Project	15	

MECHENG 709 Industrial Automation	15
MECHENG 712 Aerohydrodynamics	15
MECHENG 715 Building Services	15
MECHENG 722 Dynamics, Vibrations and Spectral Analysis	15
MECHENG 724 Multivariable Control Systems	15
MECHENG 726 Acoustics for Engineers	15
MECHENG 743 Composite Materials	15
MECHENG 747 Manufacturing and Industrial Processes	15
MECHENG 752 Technology Management	15
Other courses approved by the Head of Department	

<b>Software Engineering</b>		<b>Points</b>
<b>Part II</b>		
ENGGEN 204 Technical Communication for Engineers	15	
ENGGEN 299 Workshop Practice	0	
ENGSCI 213 Mathematical Modelling 2SE	15	
COMPSYS 201 Fundamentals of Computer Engineering	15	
SOFTENG 206 Software Engineering Design 1	15	
SOFTENG 211 Software Engineering Theory	15	
SOFTENG 250 Introduction to Data Structures and Algorithms	15	
SOFTENG 251 Object Oriented Software Construction	15	
SOFTENG 254 Quality Assurance	15	
<b>Part III</b>		
ENGGEN 303 Management for Engineers	15	
SOFTENG 306 Software Engineering Design 2	15	
SOFTENG 325 Software Architecture	15	
SOFTENG 350 Human Computer Interaction	15	
SOFTENG 351 Fundamentals of Database Systems	15	
SOFTENG 370 Operating Systems	15	
<b>Elective Course: 30 points from:</b>		
COMPSCI 367 Artificial Intelligence	15	
COMPSCI 373 Computer Graphics and Image Processing	15	
COMPSYS 303 Microcomputers and Embedded Systems	15	
COMPSYS 304 Computer Architecture 1	15	
COMPSYS 305 Digital Systems Design 1	15	
SOFTENG 364 Computer Networks	15	
Other courses approved by the Head of Department		
<b>Part IV</b>		
ENGGEN 403 Professional and Sustainability Issues	15	
ENGGEN 499 Practical Work	0	
SOFTENG 700 Research Project	30	
SOFTENG 750 Software Development Methodologies	15	
<b>Elective Courses: 60 points from:</b>		
COMPSYS 705 Formal Methods for Engineers	15	
COMPSYS 707 Advanced Microcomputer Architecture	15	
COMPSYS 712 Studies in Computer Systems Engineering 3	15	
COMPSYS 723 Embedded Systems Design	15	
COMPSYS 726 Robotics and Intelligent Systems	15	
ENGSCI 760 Algorithms for Optimisation	15	
SOFTENG 702 Advanced Human Computer Interaction	15	
SOFTENG 710 Studies in Software Engineering 1	15	
SOFTENG 711 Studies in Software Engineering 2	15	
SOFTENG 751 High Performance Computing	15	
SOFTENG 752 Formal Specification and Design	15	
SOFTENG 761 Special Topic in Software Engineering 1	15	
SOFTENG 762 Special Topic in Software Engineering 2	15	
Up to 30 points from other courses approved by the Head of Department		

## The Degree of Master of Engineering – ME

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
    - a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) at a level deemed satisfactory by the Dean of Faculty of Engineering
  - or

- b (i) completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours)  
and
  - (ii) at the completion of one semester, passed with an average grade of B or higher 60 points in 600 and 700 level courses for the Master of Engineering Studies, Graduate Diploma in Engineering or the Graduate Diploma in Engineering (Transportation)
  - or
  - c (i) completed the requirements for an equivalent degree qualification as approved by Senate or its representative at a level deemed satisfactory by the Dean of Faculty of Engineering  
and
  - (ii) demonstrated competency in the English language to the satisfaction of the Dean of Faculty of Engineering.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student whose average grade is less than B, or waive any other prerequisites.

### Duration and Total Points Value

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

### Structure and Content

- 4 **Research Masters**  
A student enrolled for this degree must complete a 120 point thesis, based on research in one of the areas listed in the Master of Engineering Schedule.

### Thesis

- 5 a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis is to embody the results obtained by the student in an investigation on a topic approved by the Head of Department prior to enrolment.
- c The investigation is to be carried out by the student at the University under the direct supervision of a member of the academic staff, provided that:
- (i) laboratory work may be carried out in an approved institution outside the University for such limited period or periods as Senate or its representative may determine
  - (ii) field work may be carried out at such places and for such periods as Senate or its representative may determine.
- d 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.

### Variations

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

### Honours

- 7 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 8 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Engineering were thereby repealed.

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### Master of Engineering (ME) Schedule

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#### Research Masters:

#### Requirement:

120 points from:

BIOENG 796 ME Thesis (Bioengineering)  
CHEMMAT 796 ME Thesis (Chemical and Materials)  
CIVIL 796 ME Thesis (Civil)  
COMPSYS 796 ME Thesis (Computer Systems)  
ELECTENG 796 ME Thesis (Electrical and Electronic)

ENGGEN 796 ME Thesis (Engineering)  
ENGSCI 796 ME Thesis (Engineering Science)  
ENVENG 796 ME Thesis (Environmental)  
MECHENG 796 ME Thesis (Mechanical)  
SOFTENG 796 ME Thesis (Software Engineering)

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## The Degree of Master of Engineering Management – MEMgt

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours)
  - or*
  - b completed the requirements for an equivalent degree qualification as approved by Senate or its representative
  - and*
  - c achieved grades deemed satisfactory by the Dean of Faculty of Engineering.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 4 Of the 120 points required for this degree, a student must pass:
  - a 30 points from the Master of Engineering Management Core Courses Schedule
  - and*
  - b at least 30 points and up to 60 points from the Elective A Courses listed in the Master of Engineering Management Schedule
  - and*
  - c at least 30 points and up to 60 points from the Elective B Courses listed in the Master of Engineering Management Schedule.

### Variations

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

### Honours

- 6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 7 These regulations came into force on 1 January 2011. The 2006 regulations for the Degree of Master of Engineering Management were thereby repealed.

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#### Master of Engineering Management (MEMgt) Schedule

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##### Core Courses:

- 30 points: ENGGEN 765

##### Elective A Courses:

- at least 30 points and up to 60 points from CIVIL 703, 704, 765, MECHENG 751–761

##### Elective B Courses:

- at least 30 points and up to 60 points from BUSADMIN 761, 762, 764, 766
- 

## The Degree of Master of Engineering Studies – MEngSt

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) at a level deemed satisfactory by the Dean of Faculty of Engineering
  - or*
  - b (i) completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours)
  - and*

- (ii) at the completion of one semester, passed with an average grade of B or higher 60 points in 600 and 700 level courses for the Graduate Diploma in Engineering or for the Graduate Diploma in Engineering (Transportation)
- or
- c for admission to one of the specialisations
  - (i) completed the requirements for an approved Bachelors degree at a level deemed satisfactory by the Dean of Faculty of Engineering
  - and
  - (ii) have at least three years' relevant work experience.
- 2 For entry to the Geotechnical Engineering specialisation a student must have passed CIVIL 324 or its equivalent.
- 3 In exceptional circumstances Senate or its representative may approve admission of a student whose average grade is less than B, or waive any other prerequisites.

### Duration and Total Points Value

- 4 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 5 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 6 A student enrolled for this degree must pass at least 120 points from either the General Option or one of the Specialisations listed in the Master of Engineering Studies Schedule.
- 7 The programme for each student requires the approval of the relevant Head of Department prior to enrolment.

### Transfer from Postgraduate Certificate in Light Metals Reduction Technology

- 8 A student who has passed for a Postgraduate Certificate in Light Metals Reduction Technology courses that are available for the Light Metals Reduction Technology specialisation and is admitted to that specialisation for this degree, may reassign those courses to the degree provided that the Postgraduate Certificate in Light Metals Reduction Technology has not been awarded.

### Transfer from Postgraduate Certificate in Engineering

- 9 A student who has passed courses for a specialisation in a Postgraduate Certificate in Engineering, and is admitted to that specialisation for the degree of Master of Engineering Studies, may reassign those courses to this degree provided that the Postgraduate Certificate in Engineering has not been awarded.

### Variations

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

### Honours

- 11 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

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

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## Master of Engineering Studies (MEngSt) Schedule

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#### General Option

##### Requirement:

- at least 45 points from the Course List in the Master of Engineering Studies Schedule
- up to 45 points from the following projects: CHEMMAT 787–789, CIVIL 787–789, COMPSYS 787–789, ELECTENG 787–789, ENGSCI 787–789, ENVENG 787–789, MECHENG 787–789, SOFTENG 787–789
- up to 30 points from 600 and 700 level courses offered at this University, other than projects and theses, approved by all Heads of Departments concerned.



## Specialisations available:

**Construction Management****Requirement:**

- 75 points: CIVIL 703, 704, 707, 790, 791
- up to 45 points from CIVIL 708, 709, 716, 792
- up to 30 points from CIVIL 787–789

With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level courses offered at this or another university. Students who have previously passed any of the prescribed courses must substitute these courses with appropriate 600 and 700 level courses

**Food Process Engineering****Research Masters****Requirement:**

- 90 points: CHEMMAT 776 or 777
- 30 points from CHEMMAT 771, 772, 773

**Taught Masters****Requirement:**

- 60 points: CHEMMAT 774 or 775
- 30 points from CHEMMAT 771, 772, 773
- 30 points from BIOSCI 741, CHEMMAT 756, 757, 771, 772, 773, FOODSCI 703, 706–709, or other approved courses

A student enrolled for this specialisation, who has already passed courses the same as, or similar to, those required for this specialisation, must substitute alternative courses as approved by the Dean of Faculty of Engineering

**Geotechnical Engineering****Requirement:**

- 30 points: CIVIL 751, 752
- up to 75 points from CIVIL 720–725, 754, ENGSCI 711, ENVENG 752
- at least 15 points, but not more than 30 points, from GEOLOGY 701, 705, 771, 772

With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level courses offered at this or another university

**Light Metals Reduction Technology****Requirement:**

- 120 points from CHEMMAT 717, 718, 726, 727, 731, 789 and other approved courses

With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level courses offered at this or another university

**Medical Devices and Technologies****Research Masters****Requirement:**

- 90 points: ENGGEN 793
- 30 points from ENGGEN 770, 771 or other approved 600 or 700 level courses

**Taught Masters****Requirement:**

- 60 points: ENGGEN 791
- 30 points: ENGGEN 770, 771
- 30 points from SCIENT 702–721, MEDSCI 703, PHYSICS 780, or other approved 600 or 700 level courses

A student enrolled for this specialisation who has already passed courses the same as, or similar to, those required for this specialisation, must substitute alternative courses as approved by the Dean of Faculty of Engineering

**Plastics****Requirement:**

- 60 points from CHEMMAT 740, 741, 742, 743, POLYMER 701, 702, 711
- 60 points from CHEMMAT 732, 788, 789

With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be substituted from other appropriate 600 and 700 level courses offered at this or another university

**Transportation****Requirement:**

- at least 75 points from CIVIL 760–775, 779, including at least 30 points from CIVIL 765, 770, 771
- up to 30 points from CIVIL 660, 661, 758, 759

With the prior approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate 600 and 700 level courses offered at this or another university

**Yacht Engineering****Requirement:**

- 75 points: MECHENG 711, 771–774
- 45 points: MECHENG 775 or 776

A student enrolled for this specialisation who has already passed courses the same as, or similar to, those required for this specialisation, must substitute alternative courses as approved by the Dean of Faculty of Engineering.

With the approval of the Dean of Faculty of Engineering, up to 45 points may be taken from appropriate courses offered at this or another university

## Course List

**Chemical and Materials Engineering**

CHEMMAT 712, 713, 716–718, 721, 722, 724, 726, 727, 752–757, 771–773

**Civil Engineering**

CIVIL 701–704, 707, 709–712, 714–718, 720, 723–725, 730–734, 740, 754, 755, 760–773, 780

**Computer Systems Engineering**

COMPSYS 701, 703–707, 710–715, 721–726

**Electrical and Electronic Engineering**

ELECTENG 701–706, 709, 711–716, 720–722, 724, 726, 728, 731–736

**Energy**

ENERGY 721, 722

**Engineering General**

ENGGEN 770, 771

**Engineering Science**

ENGSCI 701, 711, 712, 721, 740–742, 745, 753, 760–763, 765, 766, 768, 769, 772

**Environmental Engineering**

ENVENG 701–707, 740, 741, 743–746, 750–754

**Mechanical Engineering**

MECHENG 701, 702, 711, 714, 716, 717, 729, 741, 742, 751, 753, 771–774

**Software Engineering**

COMPSCI 711, 715, 725, 732, 734, 742, SOFTENG 701, 702, 710, 711, 750–752, 761, 762



## Graduate Diploma in Engineering – GradDipEng

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a *either*
    - (i) completed the requirements for any Bachelors degree approved by Senate or its representative
    - or*
    - (ii) received a professional qualification in Engineering approved by Senate or its representative
    - or*
    - (iii) attained an equivalent level of practical experience in the engineering profession as approved by Senate or its representative
  - or*
  - b attained a level of technical competence in Engineering equivalent to at least Parts I and II of the Degree of Bachelor of Engineering (Honours), as may be approved by the Dean of Faculty of Engineering.

### Duration and Total Points Value

- 2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 3 Of the 120 points required for this graduate diploma, a student must pass:
  - a at least 45 points from courses, excluding Project courses, listed in the Master of Engineering Studies Schedule.
  - b up to 75 points from:
    - (i) courses, excluding Project courses, listed for Parts III and IV in the Bachelor of Engineering (Honours) Schedule
    - (ii) courses listed in the Graduate Diploma in Engineering Schedule
    - (iii) up to 30 points from courses listed for Parts I and II in the Bachelor of Engineering (Honours) Schedule, with the specific approval of the Dean of Faculty of Engineering.
- 4 The programme for each student requires the approval of the Dean of Faculty of Engineering.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Engineering were thereby repealed.

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#### Graduate Diploma in Engineering (GradDipEng) Schedule

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##### Courses available:

- ENGGEN 601, 602, 622, 623
- 

## Graduate Diploma in Engineering (Transportation) – GradDipEng(Transp)

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a *either*
    - (i) completed the requirements for any Bachelors degree approved by Senate or its representative
    - or*
    - (ii) received a professional qualification in engineering as approved by Senate or its representative
    - or*
    - (iii) attained an equivalent level of practical experience in the engineering profession as approved by Senate or its representative
  - or*

- b attained a level of technical competence in engineering equivalent to at least Parts I and II of the Degree of Bachelor of Engineering (Honours), as approved by the Dean of Faculty of Engineering.

### Duration and Total Points Value

- 2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 3 A student enrolled for this graduate diploma must pass at least 120 points from courses listed in the Graduate Diploma in Engineering (Transportation) Schedule.
- 4 The programme for each student requires the approval of the Dean of Faculty of Engineering.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006. The 2004 regulations for the Graduate Diploma in Engineering (Transportation) were thereby repealed.

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

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#### Requirement:

- up to 30 points from CIVIL 660, 661, 758, 759
- at least 45 points from CIVIL 760–775, including at least 15 points from CIVIL 770, 771
- up to 15 points from ENGGEN 601, 602

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

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## Postgraduate Certificate in Engineering – PGCertEng

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for the Degree of Bachelor of Engineering or Degree of Bachelor of Engineering (Honours) at a level deemed satisfactory by the Dean of Faculty of Engineering
  - or*
  - b completed the requirements for an equivalent degree qualification in Engineering, as approved by Senate or its representative
  - or*
  - c completed the requirements for an approved Bachelors degree relevant to the chosen specialisation at a level deemed satisfactory by the Dean of Faculty of Engineering
  - or*
  - d completed the requirements for an equivalent degree qualification as approved by Senate or its representative.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirement, but who has attained an equivalent qualification or professional experience in the engineering profession.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 4 The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content

- 5 A student enrolled for this postgraduate certificate must pass 60 points from one of the specialisations listed in the Postgraduate Certificate in Engineering Schedule.

### Variations

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

### Commencement

- 7 These regulations came into force on 1 January 2010.

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**Postgraduate Certificate in Engineering (PGCertEng) Schedule**


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Specialisations available:

**Plastics**
**Requirement:**

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

## Postgraduate Certificate in Geothermal Energy Technology – PGCertGeothermTech

*Subject to CUAP Approval*

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
    - a completed the requirements for the Degree of Bachelor of Engineering or Bachelor of Engineering (Honours) at a level deemed satisfactory by Senate or its representative
    - or*
    - b reached an equivalent level of attainment in Engineering, as approved by Senate or its representative
    - or*
    - c completed the requirements for the Degree of Bachelor of Science at a level deemed satisfactory by Senate or its representative
    - or*
    - d reached an equivalent level of attainment in Science, as approved by Senate or its representative.

**Duration and Total Points Value**

- 2 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

**Structure and Content**

- 4 A student enrolled for this postgraduate certificate must pass 60 points from courses listed in the Postgraduate Certificate in Geothermal Energy Technology Schedule.

**Variations**

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

**Commencement**

- 6 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Geothermal Energy Technology were thereby repealed.
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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 80 points.

### Structure and Content

- 5 A student enrolled for this postgraduate certificate must pass 60 points from courses listed in the Postgraduate Certificate in Light Metals Reduction Technology Schedule.

### Variations

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

### Commencement

- 7 These regulations came into force on 1 January 2006. The 2004 regulations for the Postgraduate Certificate in Light Metals Reduction Technology were thereby repealed.

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### Postgraduate Certificate in Light Metals Reduction Technology (PGCertLMRTech) Schedule

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<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: CHEMMAT 717, 718, 726, 727</li> </ul>	
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## Regulations – Law

- 232 The Degree of Bachelor of Laws – LLB
- 233 The Degree of Bachelor of Laws (Honours) – LLB(Hons)
- 234 The Degree of Master of Laws – LLM
- 237 The Degree of Master of Environmental Legal Studies – MEnvLS
- 237 The Degree of Master of Legal Studies – MLS
- 239 Graduate Diploma in Law – GradDipLaw
- 240 Graduate Certificate in Law – GradCertLaw
- 241 Postgraduate Certificate in Law – PGCertLaw

## Interfaculty Degrees and Diplomas – Law

- 324 The Degree of Master of Professional Studies – MProfStuds

## REGULATIONS – LAW

### 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.
- 3
  - a Except as permitted under Regulation 7, a student may not enrol for Part II unless Part I has been completed.
  - b Each student must pass Parts II, III and IV in the order set out in the Bachelor of Laws Schedule unless approval to vary the order is given by the Dean of Faculty of Law.

#### General Education Exemptions

- 4 A student is exempted from the requirement to pass courses offered in the General Education 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 with credit from another tertiary institution of 120 points or more.

#### Written Work and Practical Requirements

- 5 In order to complete the requirements of LAW 400 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

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

#### Graduate Admission

- 7 A student who is a graduate or graduand of any university in New Zealand, or who is granted admission *ad eundem statum* with graduate status under the Admission Regulations, may be granted credit of up to 90 points towards LLB Part I. Such a student will normally be required to pass satisfactorily LAW 121G and 131 before applying for admission to LLB Part II.

*Note:*

- (i) Admission to Part II will be subject to selection, according to the approved selection criteria.
- (ii) In exceptional circumstances the Dean of Faculty of Law may permit a graduate or graduand to be admitted directly to LLB Part II without having passed LAW 121G and 131, provided that the applicant has demonstrated to the satisfaction of the Dean an aptitude for legal studies, and provided that LAW 121G and 131 are taken concurrently with the Part II course(s).

#### Courses in Other Faculties

- 8
  - a In place of elective Law courses totalling not more than 45 points for this degree, a student may take courses at Stage II or above offered for other programmes at this University, if they are related to the student's Law studies and approved by the Dean of Faculty of Law.
  - b While approval of such courses is normally given before enrolment, the Dean of Faculty of Law may in special cases apply this provision to courses previously passed for another programme.



Where the Dean approves such courses, they are to be reassigned from that other programme to this degree.

### Research Papers

- 9 a With the prior approval of the teacher of the course and the Dean of Faculty of Law, a student enrolled for this degree may elect to present a research paper in lieu of an examination in any elective law course.
- b This regulation applies also to a student taking any elective Law course or courses for any degree other than this, or for any diploma or for a Certificate or Certificates of Proficiency.

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Laws were thereby repealed.

### Bachelor of Laws (LLB) Schedule

<p><b>Requirement:</b></p> <p><b>Part I</b></p> <p>120 points including:</p> <ul style="list-style-type: none"> <li>• 15 points: LAW 121G</li> <li>• 15 points: LAW 131</li> </ul> <p>and either</p> <ul style="list-style-type: none"> <li>• 90 points from courses prescribed for one other undergraduate degree programme at this University</li> <li>or</li> <li>• 75 points from courses prescribed for one other undergraduate degree programme at this University</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• 15 points from courses listed in the General Education Schedules available for the non-Law degree or the conjoint degree</li> </ul> <p><i>Notes:</i></p> <p>(i) a student enrolling in LLB Part I will, in respect of the courses other than LAW 121G and 131, be required to enrol in the degree of The University of Auckland for which such courses are prescribed or available.</p> <p>(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</p>	<p><i>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.</i></p> <p><b>Part II</b></p> <ul style="list-style-type: none"> <li>• 120 points: LAW 201, 211, 231, 241, 299</li> </ul> <p><b>Part III</b></p> <ul style="list-style-type: none"> <li>• 65 points: LAW 301, 306, 316, 399</li> <li>• at least 55 points from elective law courses chosen from LAW 456, 458, LAWCOMM 401–448, LAWENVIR 401–421, 423–431, LAWGENRL 401–448, LAWPUBL 401–458, COMLAW 303, 304</li> </ul> <p><b>Part IV</b></p> <ul style="list-style-type: none"> <li>• 10 points: LAW 400 Legal Research 3</li> <li>• at least 110 points from elective law courses chosen from LAW 456, 458, LAWCOMM 401–448, LAWENVIR 401–421, 423–431, LAWGENRL 401–448, LAWPUBL 401–458, COMLAW 303, 304</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• LAW 499 Legal Practice</li> <li>• at least 120 points from elective law courses chosen from LAW 456, 458, LAWCOMM 401–448, LAWENVIR 401–421, 423–431, LAWGENRL 401–448, LAWPUBL 401–458, COMLAW 303, 304</li> </ul>
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## The Degree of Bachelor of Laws (Honours) – LLB(Hons)

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

### Admission

- 1 a No student on whom the Degree of Bachelor of Laws has already been conferred may enrol for this degree.
- b At the discretion of the Dean of Faculty of Law, a student who has completed Parts I and II for the Degree of Bachelor of Laws may be permitted to enrol for this degree.
- c Where the Faculty of Law approves enrolment for the Degree of Bachelor of Laws (Honours) the courses previously passed for the Degree of Bachelor of Laws will be reassigned to the Degree of Bachelor of Laws (Honours).

### Duration and Total Points Value

- 2 A student enrolled for this degree must pass courses with a total value of 540 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 3 Of the 540 points required for this degree, a student must pass:
  - a 480 points from the Degree of Bachelor of Laws Schedule
  - and
  - b 60 points from courses listed in the Bachelor of Laws (Honours) Schedule.
- 4 All the provisions and requirements of the Degree of Bachelor of Laws apply also to a student enrolled

for this degree, including the provisions concerning written work and practical requirements, courses in other faculties and research papers, and the General Education requirements.

### Conjoint Degrees

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

### Dissertation

- 6
- a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Law.
  - b The dissertation topic must be approved by the Dean of Faculty of Law prior to enrolment.
  - c A student must enrol for the dissertation in the semester following completion of Part IV of the schedule for the Degree of Bachelor of Laws.
  - d The dissertation must be completed and submitted by the last day of lectures in the semester of enrolment.
  - e In exceptional circumstances beyond the student's control, Senate or its representative may approve a limited extension of time, not exceeding two months, for the completion of the dissertation. Where an extension of time is approved, students will be required to be enrolled and pay tuition fees at the rate of 10 points for each two-month period or part thereof. This will only apply when the student's current enrolment period in the course has ended.

### Award of Honours

- 7 This degree will be awarded only where a student's work throughout the entire programme, inclusive of the courses required for the Degree of Bachelor of Laws, is of a sufficiently high standard, as determined by the Faculty of Law. In assessing the standard of a student's work in this programme, the courses taught by other faculties that are taken as part of Part I will not be taken into account.

### Withdrawal from Honours

- 8 A student whose work does not satisfy the standard specified in Regulation 7, or who at any time chooses to withdraw from Honours, may transfer from the Degree of Bachelor of Laws (Honours) to the Degree of Bachelor of Laws. In that case the courses already passed for, or credited to, the Degree of Bachelor of Laws (Honours) may be reassigned to the Degree of Bachelor of Laws, except for any dissertation taken under Regulation 3b.

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Laws (Honours) were thereby repealed.

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### Bachelor of Laws (Honours) (LLB(Hons)) Schedule

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#### Requirement:

- 40 points: LAWHONS 789 Dissertation
  - at least 20 points in seminar courses chosen from LAWHONS 702–779
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## The Degree of Master of Laws – LLM

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

### Admission

- 1 In order to be admitted to this programme, a student must have:
- a
    - (i) completed the requirements for the Degree of Bachelor of Laws or for the Degree of Bachelor of Laws (Honours), or equivalent qualification in Law as approved by Senate or its representative
  - or
  - (ii)
    - (a) been awarded a Bachelors degree, or equivalent degree as approved by Senate or its representative
  - and
  - (b) been admitted to practise as a barrister and solicitor of the High Court of New

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

and

- b (i) gained an average of B or higher in all the courses taken for the Bachelor of Laws or Bachelor of Laws (Honours) or equivalent qualification in Law
- or
- (ii) passed, for a Postgraduate Diploma in Legal Studies, at least 60 points in 700 level courses, or in LAW 690 Dissertation and 700 level courses, provided that a grade of at least B has been achieved in each such course and/or dissertation
- or
- (iii) passed, for a Postgraduate Certificate in Law, at least 60 points in 700 level courses, provided that a grade of at least B has been achieved in each such course
- or
- (iv) otherwise shown to the satisfaction of the Dean of Faculty of Law capacity to undertake advanced study and research in the courses proposed to be taken for this degree.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 4 Of the 120 points required for this degree, a student must pass:
  - either
  - a **Research Masters**
    - (i) LAW 788
    - and either
    - (ii) 120 point Thesis listed in the Master of Laws Schedule
    - or
    - (iii) (a) 90 point Thesis
    - and
    - (b) 30 points from either courses or the Dissertation listed in the Master of Laws Schedule
    - or
    - (iv) 120 point Research Portfolio listed in the Master of Laws Schedule
    - or
    - (v) (a) 90 point Research Portfolio
    - and
    - (b) 30 points from either courses or the Dissertation listed in the Master of Laws Schedule
  - or
  - b **Taught Masters**
    - (i) LAW 788
    - and either
    - (ii) 120 points from courses listed in the Master of Laws Schedule
    - or
    - (iii) (a) 90 points from courses
    - and
    - (b) 30 point Dissertation listed in the Master of Laws Schedule.
- 5 An exemption from LAW 788 may be granted to a student who has demonstrated to the satisfaction of the Dean of Faculty of Law advanced skills in legal research methodology.
- 6 With the permission of the Dean of Faculty of Law a student may include up to 30 points from any other 700 level courses in programmes offered at this University provided they are relevant and suitable for inclusion in this degree.
- 7 Where courses, which may include a Dissertation, Thesis or Research Portfolio on a relevant topic, totalling at least 90 points are passed from one of the areas of specialisation listed in the Master of Laws Schedule, this degree may be conferred with an endorsement as to that area of specialisation.

### Transfer from Postgraduate Certificate in Law or Postgraduate Diploma in Legal Studies

- 8 A student who has passed, for a Postgraduate Certificate in Law or a Postgraduate Diploma in Legal Studies, courses that are available for this degree and is eligible to be admitted to this programme,

may reassign those courses to this degree provided the Postgraduate Certificate in Law or the Postgraduate Diploma in Legal Studies have not been awarded.

*Note: A student who is not a law graduate will not be eligible to transfer to this degree.*

### **Thesis / Dissertation**

- 9 a The thesis, research portfolio, or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Law.
- b The thesis or dissertation topic or the elements of the research portfolio must be approved by the Dean of Faculty of Law prior to enrolment.
- c The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### **Variations**

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

### **Honours**

- 11 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### **Commencement**

- 12 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Master of Laws were thereby repealed.

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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 788</li> </ul> <p><i>and at least 120 points from</i></p> <ul style="list-style-type: none"> <li>• LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUPL 701–758</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 788</li> <li>• 120 points: LAW 797 Thesis 2</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 788</li> <li>• 90 points: LAW 796 Thesis 1</li> <li>• 30 points from LAW 790, LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUPL 701–758</li> </ul>	<p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 788</li> <li>• LAW 794 Research Portfolio 1</li> <li>• 30 points from LAW 790, LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUPL 701–758</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 788</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 788</li> <li>• 120 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUPL 701–748</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• LAW 788</li> <li>• 30 points: LAW 790 Dissertation</li> <li>• 90 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUPL 701–748</li> </ul>
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### **LLM Specialisations:**

<p><b>Corporate and Commercial Law</b></p> <ul style="list-style-type: none"> <li>• LAWCOMM 701–769, LAWPUPL 702, 707, 715, 728</li> <li>• Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation</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>	<ul style="list-style-type: none"> <li>• LAW 794 Research Portfolio 1</li> <li>• LAW 798 Research Portfolio 2</li> </ul>
<p><b>Environmental Law</b></p> <ul style="list-style-type: none"> <li>• LAWCOMM 701, LAWENVIR 701–737</li> <li>• LAW 790 Dissertation</li> <li>• LAW 796 Thesis 1</li> <li>• LAW 797 Thesis 2</li> </ul>	<p><b>Human Rights Law</b></p> <ul style="list-style-type: none"> <li>• LAWGENRL 702, 712, LAWPUPL 708, 711, 713, 723–725, 731–738, 744</li> <li>• Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation</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>

### International Law

- LAWCOMM 707, 714, 715, 723, 729, 733, 734, 743, 759, 762, 765, LAWENVIR 701–704, 707–711, 715, 722, 723, LAWPUBL 703, 704, 709, 711–714, 724, 726, 731, 732, 734, 736, 741, 743, 755
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 797 Thesis 2
- LAW 794 Research Portfolio 1
- LAW 798 Research Portfolio 2

### Litigation and Dispute Resolution

- LAWCOMM 702, 710, 714, 729, LAWENVIR 705, LAWPUBL 756
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation

- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 797 Thesis 2
- LAW 794 Research Portfolio 1
- LAW 798 Research Portfolio 2

### Public Law

- LAWCOMM 703, LAWGENRL 702, 704, 713, LAWPUBL 701–758
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 797 Thesis 2
- LAW 794 Research Portfolio 1
- LAW 798 Research Portfolio 2

## The Degree of Master of Environmental Legal Studies – MEnvLS

*The Master of Environmental Legal Studies was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## The Degree of Master of Legal Studies – MLS

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for *either*
    - (i) a four-year Bachelors degree, or equivalent degree as approved by Senate or its representative, with an average grade of B or higher in at least 60 points above Stage II, or in the final Part, of that degree
    - or*
    - (ii) a Bachelors (Honours) degree, or equivalent qualification as approved by Senate or its representative, with an average grade of B or higher in at least 60 points above Stage III
    - or*
    - (iii) (a) a Bachelors degree, or equivalent degree as approved by Senate or its representative *and*
      - (b) professional or postgraduate qualification equivalent to one year's advanced study, with an average grade of B or higher in at least 60 points taken for that qualification
  - and*
  - b shown to the satisfaction of the Dean of Faculty of Law the capacity to undertake advanced study and research in the courses proposed to be taken for this degree.
- 2 As a condition of admission to this degree, a student may be required to take LAW 131 or LAWGENRL 443 for a Certificate of Proficiency.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:
  - either*
  - a **Research Masters**
    - (i) (a) LAW 788
    - and*
    - (b) 90 point Thesis as listed in the Master of Legal Studies Schedule
  - and*

- (c) 30 points from courses other than the Dissertation listed in the Master of Legal Studies Schedule
- or*
- (ii) (a) LAW 788  
*and*  
(b) 90 point Research Portfolio as listed in the Master of Legal Studies Schedule  
*and*  
(c) 30 points from courses other than the Dissertation listed in the Master of Legal Studies Schedule
- or*
- b **Taught Masters**
- (i) LAW 788  
*and either*
- (ii) 120 points from courses listed in the Master of Legal Studies Schedule
- or*
- (iii) (a) 90 points from courses listed in the Master of Legal Studies Schedule  
*and*  
(b) a 30 point Dissertation listed in the Master of Legal Studies Schedule.
- 6 A student's enrolment in courses is subject to the approval of the Dean of Faculty of Law.
- 7 An exemption from LAW 788 may be granted to a student who has demonstrated to the satisfaction of the Dean of the Faculty of Law advanced skills in legal research methodology.
- 8 With the permission of the Dean of Faculty of Law a student may include up to 30 points from any other 700 level courses offered at this University that are relevant and suitable for inclusion in this degree.
- 9 Where a student passes courses, which may include a Dissertation or Thesis on a relevant topic, totalling at least 90 points from one of the areas of specialisation listed in the Master of Legal Studies Schedule, this degree will be conferred with an endorsement as to that area of specialisation.

### Thesis / Dissertation

- 10 a The thesis or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the Dean of Faculty of Law.
- b The thesis or dissertation topic needs the approval of the Dean of Faculty of Law prior to enrolment.
- c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Transfer from Postgraduate Certificate in Law

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

### Variations

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

### Honours

- 13 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 14 These regulations came into force on 1 January 2009.

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## Master of Legal Studies (MLS) Schedule

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### Courses available for MLS:

#### Requirement:

##### Research Masters

- LAW 788
- 90 points: LAW 796 Thesis 1 or LAW 794 Research Portfolio 1
- 30 points from LAWCOMM 701–769, LAWENVIR 701–737, LAWGENRL 701–718, LAWPUBL 701–758, ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMTG 743, FORENSIC 701, 706, MAORI 732, 743, PHIL 730, PLANNING 702, 709, POLITICS 750, PSYCHIAT 760, SCIENT 704, SOCIOL 713

#### Requirement:

##### Taught Masters

##### *either*

- LAW 788
- at least 90 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748
- up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMTG 743, FORENSIC 701, 706, MAORI 732, 743, PHIL 730, PLANNING 702, 709, POLITICS 750, PSYCHIAT 760, SCIENT 704, SOCIOL 713



or

- LAW 788
- 30 points: LAW 790 Dissertation
- at least 60 points from LAWCOMM 701–769, LAWENVIR 701–729, LAWGENRL 701–718, LAWPUBL 701–748

- up to 30 points from ANTHRO 756, CIVIL 765, EDPROFST 737, ENVMTG 743, FORENSIC 701, 706, MĀORI 732, 743, PHIL 730, PLANNING 702, 709, POLITICS 750, PSYCHIAT 760, SCIENT 704, SOCIOL 713

## MLS Specialisations:

### Corporate and Commercial Law

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

### Environmental Law

- LAWCOMM 701, LAWENVIR 701–737, ENVMTG 743, FORENSIC 706, PLANNING 702, 709
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 794 Research Portfolio 1

### Human Rights Law

- LAWGENRL 702, LAWPUBL 708, 711, 713, 723–725, 731–738, 744
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 794 Research Portfolio 1

### International Law

- LAWCOMM 707, 714, 715, 723, 729, 734, 743, 759, 762, 765, LAWENVIR 701–704, 707–711, 715, 722, 723, LAWPUBL, 703, 704, 709, 711–714, 724, 726, 731, 732, 734, 736, 741, 743
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 794 Research Portfolio 1

### Litigation and Dispute Resolution

- LAWCOMM 702, 710, 714, 729, LAWENVIR 705
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 794 Research Portfolio 1

### Public Law

- LAWCOMM 703, LAWGENRL 702, 704, 712, LAWPUBL 701–758
- Such other 700 level Special Topic courses in Law as the Dean of Faculty of Law approves from year to year as relevant for inclusion in this specialisation
- LAW 790 Dissertation
- LAW 796 Thesis 1
- LAW 794 Research Portfolio 1

## Graduate Diploma in Law – GradDipLaw

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed the requirements of:
  - either*
  - a the Degree of Bachelor of Laws
  - or*
  - b the Degree of Bachelor of Laws (Honours)
  - or*
  - c an equivalent qualification in law as approved by Senate or its representative.

### Duration and Total Points Value

- 2 A student enrolled for this graduate diploma must follow a programme equivalent to two full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 3 Of the 120 points required for this graduate diploma, a student must pass at least 120 points from courses listed for Parts II, III and IV of the Bachelor of Laws Schedule, including at least 75 points from Parts III and IV.
- 4 With the approval of the Dean of Faculty of Law, in lieu of courses required under 3, up to 30 points may be substituted from courses listed in the Master of Laws Schedule. In this case, the Dean may require a student to take LAW 788.
- 5 With the approval of the Dean of Faculty of Law, a student may take up to 30 points from courses at Stage II or higher in other programmes offered at this University, provided they are relevant and suitable for inclusion in this graduate diploma.

- 6 The programme for each student requires the approval of the Dean of Faculty of Law.
- 7 A student admitted to this programme under Regulation 1c may be required to take LAW 131 Legal Method for a Certificate of Proficiency as a condition of enrolment, or to include LAWGENRL 443 Introduction to Common Law.

#### **Reassignment From Certificate of Proficiency**

- 8 A student who has passed for a Certificate of Proficiency courses that are available for this graduate diploma, and has enrolled for this programme, may apply to reassign those courses to this graduate diploma in accordance with the Credit Regulations.
- 9 Cross-credits will not be granted toward this graduate diploma.

#### **Variations**

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

#### **Commencement**

- 11 These regulations came into force on 1 January 2008.
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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 788.
- 5 With the approval of the Dean of Faculty of Law, a student may take up to 15 points from courses at Stage II or higher in other programmes offered at this University, provided they are relevant and suitable for inclusion in this graduate certificate.
- 6 The programme for each student requires the approval of the Dean of Faculty of Law.
- 7 A student admitted to this programme under Regulation 1c may be required to take LAW 131 Legal Method for a Certificate of Proficiency as a condition of enrolment, or to include LAWGENRL 443 Introduction to Common Law.

#### **Reassignment From Certificate of Proficiency**

- 8 A student who has passed for a Certificate of Proficiency courses that are available for this graduate certificate, and has enrolled for this programme, may apply to reassign those courses to this graduate certificate in accordance with the Credit Regulations.
- 9 Cross-credits will not be granted toward this graduate certificate.

#### **Variations**

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

#### **Commencement**

- 11 These regulations came into force on 1 January 2008.

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## Postgraduate Certificate in Law – PGCertLaw

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Laws or for the Degree of Bachelor of Laws (Honours) at a level that indicates ability to undertake advanced study and research in Law
  - or
  - b gained any other qualification, approved by Senate or its representative, that is indicative of ability to undertake advanced study and research in Law.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content

- 4 Of the 60 points required for this postgraduate certificate, a student must pass:
  - a LAW 788 and at least 60 points from courses listed in the Master of Laws Schedule, other than LAW 790, 796, 797.
  - b In the case of a student admitted under Regulation 1b above, the student's choice of courses in Regulation 4a is subject to the approval of the Dean of Faculty of Law. As a condition of enrolment the student may be required to take LAW 131 for a Certificate of Proficiency.
  - c The programme for each student requires the approval of the Dean of Faculty of Law prior to enrolment.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006.
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## Regulations – Medical and Health Sciences

- 243 The Degree of Bachelor of Health Sciences – BHSc
- 244 The Degree of Bachelor of Medicine and Bachelor of Surgery – MBChB
- 245 The Degree of Bachelor of Nursing – BNurs
- 246 The Degree of Bachelor of Optometry – BOptom
- 248 The Degree of Bachelor of Pharmacy – BPharm
- 249 The Degree of Bachelor of Health Sciences (Honours) – BHSc(Hons)
- 250 The Degree of Bachelor of Medical Science (Honours) – BMedSc(Hons)
- 252 The Degree of Bachelor of Nursing (Honours) – BNurs(Hons)
- 253 The Degree of Master of Audiology – MAud
- 254 The Degree of Master of Clinical Education – MClinEd
- 256 The Degree of Master of Clinical Pharmacy – MClinPharm
- 257 The Degree of Master of Health Psychology – MHealthPsych
- 258 The Degree of Master of Health Sciences – MHSc
- 260 The Degree of Master of Māori Health – MMH
- 261 The Degree of Master of Medical Science – MMedSc
- 263 The Degree of Master of Nursing – MNurs
- 264 The Degree of Master of Pharmacy Practice – MPharmPrac
- 265 The Degree of Master of Public Health – MPH
- 266 The Degree of Doctor of Medicine – MD
- 270 The Degree of Doctor of Pharmacy – DPharm
- 272 Diploma in Paediatrics – DipPaed
- 273 Graduate Diploma in Health Sciences – GradDipHSc
- 273 Postgraduate Diploma in Clinical Education – PGDipClinEd
- 274 Postgraduate Diploma in Clinical Pharmacy – PGDipClinPharm
- 275 Postgraduate Diploma in Community Emergency Medicine – PGDipComEmMed
- 276 Postgraduate Diploma in Geriatric Medicine – PGDipGeriatricMed
- 276 Postgraduate Diploma in Health Psychology – PGDipHealthPsych
- 277 Postgraduate Diploma in Health Sciences – PGDipHSc
- 279 Postgraduate Diploma in Māori Health – PGDipMH
- 279 Postgraduate Diploma in Medical Science – PGDipMedSc
- 280 Postgraduate Diploma in Obstetrics and Medical Gynaecology – PGDipObstMedGyn
- 281 Postgraduate Diploma in Pharmacy Practice – PGDipPharmPrac
- 281 Postgraduate Diploma in Public Health – PGDipPH
- 282 Postgraduate Diploma in Sports Medicine – PGDipSportMed
- 283 Postgraduate Certificate in Clinical Education – PGCertClinEd
- 284 Postgraduate Certificate in Clinical Pharmacy – PGCertClinPharm
- 285 Postgraduate Certificate in Health Sciences – PGCertHSc
- 286 Postgraduate Certificate in Māori Health – PGCertMH
- 286 Postgraduate Certificate in Medical Science – PGCertMedSc
- 287 Postgraduate Certificate in Pharmacy Practice – PGCertPharmPrac
- 287 Postgraduate Certificate in Public Health – PGCertPH
- 288 Certificate in Health Sciences – CertHSc

## Interfaculty Degrees and Diplomas – Medical and Health Sciences

- 321 The Degree of Master of Health Management – MHealthMgt

## REGULATIONS – MEDICAL AND HEALTH SCIENCES

### The Degree of Bachelor of Health Sciences – BHSc

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

#### Duration and Total Points Value

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

#### Structure and Content

- 2 Of the 360 points required for this degree, a student must pass:
  - a at least 225 points from the Core Courses listed in the Bachelor of Health Sciences Schedule
  - b up to 105 points from the Elective Courses listed in the Bachelor of Health Sciences Schedule
  - c at least 75 points above Stage II
  - d 30 points from courses 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.
- 3 The programme for each student must be approved by the Programme Coordinator prior to enrolment.

#### General Education Exemptions

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

#### Conjoint Degrees

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

#### Variations

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

#### Commencement

- 7 These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Bachelor of Health Sciences were thereby repealed.

#### Bachelor of Health Sciences (BHSc) Schedule

<b>Requirements:</b> <b>Core Courses:</b> <ul style="list-style-type: none"> <li>• 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101</li> <li>• at least 15 points from MĀORIHTH 301, POPLHLTH 312, 313</li> <li>• at least 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPH 300, SOCIOL 333</li> <li>• a further 30 points from MĀORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 342, 352, GEOG 305, HISTORY 367</li> </ul>	<b>Elective Courses:</b> Up to 105 points selected from the following courses, with no more than 30 points from the Stage I courses listed. <b>Stage I:</b> ANTHRO 100, 102, BIOSCI 107, CHEM 110, ECON 101, 111, GEOG 102, HISTORY 102, MĀORI 130, PHIL 102, POLITICS 113, 121, PSYCH 108, 109, SOCIOL 101, 103, WOMEN 100 <b>Stage II:</b> HISTORY 210, MEDSCI 203, PHIL 227, POLITICS 222, POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200 <b>Stage III:</b> ANTHRO 324, EDUC 342, 352, GEOG 305, HISTORY 367, MĀORIHTH 301, POPLHLTH 301–307, 310–315, SOCSCIPH 300, SOCIOL 333
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## The Degree of Bachelor of Medicine and Bachelor of Surgery – MBChB

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a *either*
    - (i) completed the requirements for the courses listed in Part I of the MBChB Schedule, with a minimum of a B+ average grade over the courses specified
    - or*
    - (ii) successfully completed, with at least a B+ average grade, a New Zealand undergraduate degree
    - or*
    - (iii) met the requirements of a special entry scheme
  - and*
  - b demonstrated in accordance with approved selection criteria the personal qualities determined by the Faculty of Medical and Health Sciences as appropriate for a person seeking a qualification as a doctor. This requirement will normally include an interview.
- 2
  - a Students selected for admission under Clause 1a(i) will be admitted to MBChB Part II.
  - b Students selected for admission under Clause 1a(ii) or Clause 1a(iii) may be required to successfully complete some or all of the courses listed in Part I in the schedule to these regulations before proceeding to Part II.

### Duration and Total Points Value

- 3
  - a A student enrolled for this degree must follow a programme of six full-time years and pass courses with a total value of 720 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
  - b The student is to follow the programme for this degree continuously.
  - c Interrupted study may be resumed only with the approval of, and on conditions set by, Senate or its representative.

### Structure and Content

- 4 Of the 720 points required for this degree, a student must pass:
  - a 705 points from Parts I, II, III, IV, V and VI, as listed in the Bachelor of Medicine and Bachelor of Surgery Schedule.
  - b 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
- 5
  - a However, where a student has been granted admission with credit, or in exceptional circumstances which Senate or its representative approves, a student may be directly admitted to Part II, Part III or Part IV.
  - b Each Part of the programme is to be completed to the satisfaction of Senate or its representative before a student is permitted to enrol for the next Part.
  - c A student is required to pass Part III in its entirety by gaining a pass in each course for that Part in the same year. A student who fails one or more courses will fail Part III. A student who fails Part III must repeat the Part in its entirety. However, when in the first attempt, a student passes individual courses with a B grade or higher, the MBChB Examiners may recommend that the student be credited with these individual courses in the repeat year.
  - d At the discretion of Senate or its representative, a student who fails any of Parts II-VI may be declined permission to re-enrol in the programme as a whole.
  - e A student who fails twice to pass the same Part will not be permitted to continue with this degree.

### General Education Exemptions

- 6
  - a A student is exempted from the requirement to pass courses offered in the General Education 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 120 points or more.
- 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 listed in the Bachelor of Health Sciences or Bachelor of Science in Biomedical Science schedules.

### Practical Requirements

- 7 A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Faculty of Medical and Health Sciences may require.

### Variations

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

### Termination of Enrolment

- 9
  - a If the attitudes or behaviour of a student in a medical environment are found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any party, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
  - b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any clinical attachments pending the outcome of the inquiry.
  - c A student whose enrolment is terminated or application to re-enrol is declined under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Bachelor of Medicine and Bachelor of Surgery were thereby repealed.

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

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<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 303–313	<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 Requirement:</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
  - a Of the 360 points required for this degree, a student must pass:
    - (i) 345 points from all Parts and courses listed in the Bachelor of Nursing Schedule.
    - (ii) 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
  - b Each Part must normally be completed before the next Part may be taken. However, a student who has failed to pass either Parts I or II in their entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next successive Part.

### General Education Exemptions

- 3
  - a A student is exempted from the requirement to pass courses offered in the General Education 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 120 points or more.
- 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.

### Practical Requirements

- 4 A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Head of School of Nursing may require.

### English Language Requirements

- 5 A student enrolled for this degree must demonstrate competence in the English language, by passing NURSING 199, as prescribed by the School of Nursing, before being permitted to enrol for Part II.

### Suspension or Termination of Enrolment

- 6 a If the behaviour, attitude or circumstances of a student is found, after due and fair inquiry, to be inappropriate, offensive or disruptive in a clinical or practice environment, or to be likely to give rise to a risk of harm to the welfare of any party in a clinical or practice environment, then the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any clinical attachments pending the outcome of the inquiry.
- c A student whose enrolment is terminated or application to re-enrol is declined under Regulation 6a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 2000 regulations for the Degree of Bachelor of Nursing were thereby repealed.

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### Bachelor of Nursing (BNurs) Schedule

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<b>Requirement:</b> <b>Part I</b> <ul style="list-style-type: none"> <li>105 points: BIOSCI 107, MEDSCI 142, NURSING 104, 105, 199, POPLHLTH 111, HLTHPSYC 122</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>120 points: NURSING 201, 202</li> </ul> <b>Part III</b> <ul style="list-style-type: none"> <li>120 points: NURSING 301, 302</li> </ul>
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## The Degree of Bachelor of Optometry – BOptom

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

### Admission

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

- 2 Admission to the programme is at the discretion of Senate or its representative, on the recommendation of the Director of the programme.

### Duration and Total Points Value

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

### Structure and Content

- 4 Of the 600 points required for this degree, a student must pass:
  - a 570 points from Parts I, II, III, IV and V as listed in the Bachelor of Optometry Schedule *and*
  - b 30 points from courses 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.
- 5 In exceptional circumstances up to 120 points of credit as approved by the Head of Department may be substituted for Part I or parts thereof.
- 6 Each Part must normally be completed before the next Part may be taken. However, a student who has failed to pass one of those Parts in its entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
- 7 Study for this degree must be pursued in consecutive semesters. Interrupted study may be resumed only with the approval of, and on conditions set by, Senate or its representative.

### General Education Exemptions

- 8
  - a A student is exempted from the requirement to pass courses offered in the General Education 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 listed in the Bachelor of Science Schedule.
  - c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
    - (i) 15 points from the courses offered in the General Education Schedules *and*
    - (ii) a further 15 points from other courses listed in the Bachelor of Science Schedule.

### Enrolment for Two Programmes

- 9 A student may not be enrolled in this degree at the same time as in another programme, unless special permission is given by Senate or its representative.

### Practical Requirements

- 10
  - a A student enrolled for this degree must carry out satisfactorily such practical or clinical work as the Faculty of 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 Department, have the result for the practical or clinical work for that failed course carried forward when the course is repeated.
  - c A student who repeats any course may also be required to undertake such additional practical or clinical work as the Head of Department of Optometry and Vision Science determines.
  - d Where a weakness occurs in the clinical practice component, in accordance with examination regulation 19, 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.

## Variations

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

## Honours

- 12 a This degree may be awarded with Honours where a student's overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.
- b Honours may normally be awarded only if the requirements for this degree are completed within eight semesters of initial enrolment for the degree. In exceptional circumstances however, Senate or its representative may approve an extension of this period for not more than two further semesters.

## Commencement

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

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### Bachelor of Optometry (BOptom) Schedule

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<b>Requirement:</b> <b>Part I</b> <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> <b>Part II</b> <ul style="list-style-type: none"> <li>105 points: OPTOM 215, 220, 262, 265, 272, MEDSCI 203</li> </ul> <b>Part III</b> <ul style="list-style-type: none"> <li>120 points: OPTOM 313, 345, 353, 365, 375, MEDSCI 202</li> </ul> <b>Part IV</b> <ul style="list-style-type: none"> <li>120 points: OPTOM 415, 430, 440, 450, 472</li> </ul>	<b>Part V</b> <ul style="list-style-type: none"> <li>120 points: OPTOM 510, 520, 560, 570</li> <li>as required under Regulation 10c, and with permission of the Head of Department, OPTOM 392, 492, 592</li> </ul> <b>General Education Requirement:</b> <b>Part I</b> <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 II</b> <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.*

### Duration and Total Points Value

- 1 a A student enrolled for this degree must follow a programme of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.
- b In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly into a Part II course.

### Structure and Content

- 2 Of the 480 points required for this degree, a student must pass:
- a 465 points: Parts I-IV as listed in the Bachelor of Pharmacy Schedule.
- b 15 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree.
- 3 a Each Part must normally be completed before the next Part may be taken. However, a student who has failed to pass either Parts I or II in their entirety may be allowed, at the discretion of Senate or its representative, to enrol for the course or courses needed to complete that Part together with a course or courses towards the next successive Part.
- b A student may not enrol in Part IV until Parts I, II and III have been completed in their entirety.

### English Language Requirements

- 4 A student enrolled for this degree must demonstrate competence in the English language, by passing PHARMACY 199, as prescribed by the School of Pharmacy, before being permitted to enrol for Part III.

### General Education Exemptions

- 5 a A student is exempted from the requirement to pass courses offered in the General Education 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 120 points or more.
- 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.

### Honours

- 6 This degree may be awarded with Honours where a student's average grade over the entire degree is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.

### Suspension or Termination of Enrolment

- 7 a If the behaviour, attitude or circumstances of a student is found, after due and fair inquiry, to be inappropriate, offensive or disruptive in a clinical or practice environment, or to be likely to give rise to a risk of harm to the welfare of any party in a clinical or practice environment, then the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any clinical attachments pending the outcome of the inquiry.
- c A student whose enrolment is terminated or application to re-enrol is declined under Regulation 7a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

### Commencement

- 9 These regulations came into force on 1 January 2006. The 2000 regulations for the Degree of Bachelor of Pharmacy were thereby repealed.

### Bachelor of Pharmacy (BPharm) Schedule

<b>Requirement:</b> <b>Part I</b> <ul style="list-style-type: none"> <li>• 105 points: BIOSCI 106, 107, CHEM 110, HLTHPSYC 122, MEDSCI 142, PHARMACY 101, 199, POPLHLTH 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>• 120 points: CHEM 230, 243, MEDSCI 202–204, PHARMACY 201, 202, 205</li> </ul> <b>Part III</b> <ul style="list-style-type: none"> <li>• 120 points: CHEM 390, MEDSCI 303, 305, PHARMACY 301–304</li> </ul> <b>Part IV</b> <ul style="list-style-type: none"> <li>• 120 points: PHARMACY 407–410</li> </ul>
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## The Degree of Bachelor of Health Sciences (Honours) – BHSc(Hons)

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for the Degree of Bachelor of Health Sciences from this University or an equivalent degree approved by Senate or its representative
- and
- b passed 90 points in courses at Stage III in the Bachelor of Health Sciences, or equivalent degree, with an average grade of B or higher
- and
- c the approval of the Head of School of Population Health.

### Duration and Total Points Value

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

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

### Structure and Content

- 4 A student enrolled for this degree must pass courses with a total value of at least 120 points listed in the Bachelor of Health Sciences (Honours) Schedule.
- 5 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### Dissertation

- 6 a The dissertation is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the Head of School of Population Health.
- b The dissertation topic must be approved by the Head of School of Population Health prior to enrolment.
- c The dissertation must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

### Honours

- 8 a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Health Sciences (Honours) is sufficiently high to deserve Honours.
- b Should a student fail to qualify for the award of the Degree of Bachelor of Health Sciences (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Health Sciences.
- 9 Where the standard specified in Regulation 8a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2009.

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#### Bachelor of Health Sciences (Honours) (BHSc(Hons)) Schedule

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##### Requirement:

- 60 points: POPLHLTH 790
- 30 points: POPLHLTH 758, 767

- 30 points from HLTHINFO 728, MĀORIHTH 709, 710, POPLHLTH 708–712, 715, 717–726, 729, 732–738, 756, 757, ANTHRO 732, GEOG 714
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## The Degree of Bachelor of Medical Science (Honours) – BMedSc(Hons)

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

### Admission

- 1 In order to be admitted to this programme a student needs to have:
- a satisfactorily completed at least the first three years of the Degree of Bachelor of Medicine and Bachelor of Surgery from this University, or of an equivalent medical degree approved by Senate or its representative
- and
- b passed the courses for MBChB Part III, or its equivalent as approved by Senate or its representative, with an average of B or higher
- and
- c approval of the Dean of Faculty of Medical and Health Sciences.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
- a pass courses with a total value of 120 points
- and
- b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.



### Structure and Content

- 4 A student enrolled for this degree must pass courses with a total value of at least 120 points listed in the Bachelor of Medical Science (Honours) Schedule.
- 5 The programme for each student must be approved by the Head of School of Medicine prior to enrolment.

### Thesis and Research Portfolio

- 6
  - a The thesis or research portfolio is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the relevant Head of School.
  - b The thesis or research portfolio topic must be approved by the relevant Head of School prior to enrolment.
  - c Any laboratory work in connection with the thesis or research portfolio must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institute outside the University for any period or periods considered necessary.
  - d The dissertation must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

### Honours

- 7
  - a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Medical Science (Honours) is sufficiently high to deserve Honours.
  - b Should a student fail to qualify for the award of the Degree of Bachelor of Medical Science (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Health Sciences.
- 8 Where the standard specified in Regulation 7a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

### Commencement

- 10 These regulations came into force on 1 January 2010.

#### Bachelor of Medical Science (Honours) (BMedSc(Hons)) Schedule

##### Requirement:

- 90 points: MEDSCI 794 Thesis
  - 30 points from courses listed in the Bachelor of Medical Science (Honours) Schedule or other courses approved by the Head of School of Medicine
- or
- 120 points: MEDSCI 796 Thesis

#### Courses available:

<b>Clinical Education</b> CLINED 703–716	<b>Paediatrics</b> PAEDS 719
<b>Health Informatics</b> HLTHINFO 723, 728, 730	<b>Population Health</b> POPLHLTH 701–757, 759
<b>Māori Health</b> MĀORIHTH 701, 709–711	<b>Population Health Practice</b> POPLPRAC 701, 713, 725
<b>Medical Science</b> MEDSCI 703–723, 725–737	

## The Degree of Bachelor of Nursing (Honours) – BNurs(Hons)

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for the Degree of Bachelor of Nursing from this University or an equivalent degree approved by Senate or its representative
  - and
  - b passed the courses for Part III in the Bachelor of Nursing with an average grade of B or higher
  - and
  - c the approval of the Head of School of Nursing.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this degree must pass courses with a total value of at least 120 points listed in the Bachelor of Nursing (Honours) Schedule.
- 5 The programme for each student must be approved by the Head of School of Nursing prior to enrolment.

### Dissertation

- 6
  - a The dissertation is to be carried out under the guidance of a supervisor, appointed by Senate or its representative, on the recommendation of the Head of School of Nursing.
  - b The dissertation topic must be approved by the Head of School of Nursing prior to enrolment.
  - c The dissertation must be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

### Honours

- 8
  - a This degree may be awarded only where a student's overall grade for the Degree of Bachelor of Nursing (Honours) is sufficiently high to deserve Honours.
  - b Should a student fail to qualify for the award of the Degree of Bachelor of Nursing (Honours), Senate or its representative may approve the reassignment of points towards the Postgraduate Diploma in Health Sciences.
- 9 Where the standard specified in Regulation 8a is achieved, Honours will be awarded as specified in the General Regulations – Bachelors Honours Postgraduate Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2003 regulations for the Degree of Bachelor of Nursing (Honours) were thereby repealed.

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### Bachelor of Nursing (Honours) (BNurs(Hons)) Schedule

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<b>Requirement:</b> <ul style="list-style-type: none"> <li>30 points from NURSING 768, 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</li> </ul>
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## The Degree of Master of Audiology – MAud

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for  
*either*
    - (i) the Degree of Bachelor of Science (Honours)
    - or*
    - (ii) the Degree of Bachelor of Science
    - or*
    - (iii) the Degree of Bachelor of Arts
    - or*
    - (iv) an equivalent qualification approved by Senate or its representative
  - and*
  - b passed at Stage III:
    - (i) at least 45 points in Physiology, with an average grade of B or higher, and at least 15 points in Psychology
    - or*
    - (ii) at least 45 points in Psychology, with an average grade of B or higher, and at least 15 points in Physiology
  - and*
  - c passed at least 15 points with an average grade of B or higher in each of:  
Chemistry  
Biology or Zoology  
Physics or Acoustics.
- 2 In exceptional circumstances, Senate or its representative may, on the recommendation of the Head of School of Population Health, vary the admission requirements including exempting a student wholly or partly from any of the prerequisite courses and/or accept a lower average grade than B in the prerequisite courses required under Regulations 1b and c.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a follow a programme of four full-time semesters and pass courses with a total value of 240 points
  - and*
  - b complete within the time limit specified for full-time students in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 280 points.

### Structure and Content

- 5 **Research Masters**  
A student enrolled for this degree must pass courses with a total value of at least 240 points from Parts I and II as listed in the Master of Audiology Schedule.
- 6 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### Practical and Clinical Requirements

- 7 Each student must pass the clinical and practical requirements of the required courses to the satisfaction of the Head of School of Population Health. This includes a practicum undertaken between Part I and Part II.

### Thesis

- 8
  - a The thesis is to be carried out under the guidance of a supervisor appointed by the Head of School of Population Health.
  - b The thesis is to embody the results obtained by the student in an investigation into an area of Audiology.
  - c Any laboratory work in connection with the thesis must be carried out within the University. However, Senate or its representative may permit a student to carry out the work in an approved institute outside the University for any period or periods considered necessary.

- d The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 10 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 11 These regulations came into force on 1 January 2010. The 2006 regulations for the Degree of Master of Audiology were thereby repealed.

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#### Master of Audiology (MAud) Schedule

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<b>Research Masters Requirement:</b> <b>Part I</b> • 120 points: AUDIOL 701, 702, 704, 713–716	<b>Part II</b> • 30 points: AUDIOL 718 • 90 points: AUDIOL 796 Thesis
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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 admitted to this degree under Regulation 1a(i) must complete the requirements for one of the 240 point options in the Master of Clinical Education Schedule.
- 6 A student admitted to this degree under Regulation 1a(ii) must complete the requirements for one of the 120 point options in the Master of Clinical Education Schedule.
- 7 A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio, or dissertation must, before enrolment for the thesis, research portfolio, or dissertation, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Clinical Education.

- 8 With the approval of the Head of the Centre for Medical and Health Sciences Education students may substitute up to 30 points from the approved courses listed in the Master of Clinical Education Schedule with other relevant postgraduate courses.
- 9 The programme for each student must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.

### Thesis / Dissertation

- 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 the Centre for Medical and Health Sciences Education.
  - b The thesis or dissertation topic must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.
  - c The thesis or dissertation topic is to embody the results obtained by the student in an investigation into an area of clinical education.
  - d The dissertation or thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

- 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.

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### Master of Clinical Education (MClinEd) Schedule

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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</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 120 points: CLINED 797 Research Portfolio</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 90 points: CLINED 793 Research Portfolio</li> <li>• 30 points from approved courses listed in the Master of Clinical Education Schedule</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 60 points: CLINED 790 Dissertation</li> <li>• 60 points from approved courses listed in the Master of Clinical Education Schedule</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: CLINED 796 Thesis</li> <li>• 120 points from one of the options listed in the Postgraduate Diploma in Clinical Education Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 120 points: CLINED 797 Research Portfolio</li> <li>• 120 points from one of the options listed in the Postgraduate Diploma in Clinical Education Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>• 90 points: CLINED 793 Research Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• 120 points from one of the options listed in the Postgraduate Diploma in Clinical Education Schedule</li> <li>• 30 points from approved courses listed in the Master of Clinical Education Schedule</li> </ul> <b>Taught Masters</b> <ul style="list-style-type: none"> <li>• 60 points: CLINED 790 Dissertation</li> <li>• 120 points from one of the options listed in the Postgraduate Diploma in Clinical Education Schedule</li> <li>• 60 points from approved courses listed in the Master of Clinical Education Schedule</li> </ul>
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Courses available:

<b>Clinical Education</b> CLINED 703–718	<b>Nursing</b> NURSING 735, 741
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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 The programme for each student must be approved by the Head of School of Pharmacy prior to enrolment.

### 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, 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

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

### 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.

### Master of Clinical Pharmacy (MClinPharm) Schedule

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

#### Research Masters

- 120 points: PHARMACY 797 Research Portfolio
- or
- 120 points: PHARMACY 796 Thesis

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

#### Research Masters

- 60 points: PHARMACY 764, 765
- 60 points from PHARMACY 766–768
- and

- 120 points: PHARMACY 797 Research Portfolio
- or
- 120 points: PHARMACY 796 Thesis

## 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.

## Thesis

- 6 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.
- 7 The thesis topic must be approved by the Head of School of Medicine prior to enrolment.
- 8 The thesis topic is to embody the results obtained by the student in an investigation into an area of health psychology.
- 9 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.
- 10 The 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 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 Health Psychology, Population</li> </ul>	Health, Psychiatry, Psychology, or Sport and Exercise Science as approved by the Programme Coordinator <ul style="list-style-type: none"> <li>• 120 points: HLTHPSYC 796 Thesis in Health Psychology</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.
- For entry to the specialisation in Addiction and Mental Health a student must have at least two years relevant work experience in a health agency that delivers care to clients with mental health and/or addiction problems.

### 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 the Nursing courses listed in the Master of Health Sciences Schedule must hold current registration as a nurse in New Zealand.
- A student wishing to enrol in the Clinical Imaging courses listed in the Master of Health Sciences Schedule 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 the Social Work courses listed in the Master of Health Sciences Schedule must hold an undergraduate degree recognised as a professional qualification by the Social Workers Registration Board.
- A student admitted to this degree under Regulation 1a must complete the requirements for one of the 240 point options in the Master of Health Sciences Schedule.
- A student admitted to this degree under Regulation 1b must complete the requirements for one of the 120 point options in the Master of Health Sciences Schedule.

- 11 The programme for each student must be approved by the relevant Head of School prior to enrolment.
- 12 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, complete 120 points with an average grade of B or higher. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Health Sciences.

### Suspension or Termination of Enrolment

- 13 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 13a may appeal from that decision to the Council or its duly appointed delegate.

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

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#### Master of Health Sciences (MHSc) Schedule

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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: HLTHSCI 796 Thesis</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>120 points: HLTHSCI 797 Research Portfolio</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>90 points HLTHSCI 793 Research Portfolio</li> </ul> <i>and</i> <ul style="list-style-type: none"> <li>30 points from courses listed in the Master of Health Sciences Schedule</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>60 points: HLTHSCI 790 Dissertation</li> <li>60 points from the courses listed in the Master of Health Sciences Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>60 points: POPLHLTH 755 Applied Research Project</li> <li>60 points from the courses listed in the Master of Health Sciences Schedule</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 HLTHSCI 796 Thesis</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>120 points: HLTHSCI 797 Research Portfolio</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>90 points: HLTHSCI 793 Research Portfolio</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule</li> <li>30 points from courses listed in the Master of Health Sciences Schedule</li> </ul>	<b>Taught Masters</b> <ul style="list-style-type: none"> <li>60 points: HLTHSCI 790 Dissertation</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule</li> <li>60 points from courses listed in the Master of Health Sciences Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>60 points: POPLHLTH 755 Applied Research Project</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences Schedule</li> <li>60 points from courses listed in the Master of Health Sciences Schedule</li> </ul>
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Specialisations available:

<b>Addiction and Mental Health</b> <p><b>120 points:</b></p> <ul style="list-style-type: none"> <li>120 points: HLTHSCI 796 Thesis</li> </ul> <p><b>240 points:</b></p> <ul style="list-style-type: none"> <li>30 points: POPLHLTH 735, 737</li> <li>15 points: POPLHLTH 721 or 754</li> </ul>	<ul style="list-style-type: none"> <li>15 points: POPLHLTH 701 or 767</li> <li>15 points: POPLPRAC 702 or POPLHLTH 736</li> <li>30 points from POPLPRAC 708, 712, 717</li> <li>15 points from POPLHLTH 721, 738, 739, 753, 754, MĀORIHLTH 701, PAEDS 712, POPLPRAC 707, 709, 712, 717, 718,</li> <li>120 points: HLTHSCI 796</li> </ul>
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**Nutrition and Dietetics****Prerequisite:** BSc in Food Science and Nutrition, or equivalent**Requirement:**

- 150 points: DIETETIC 701–703, MĀORIHTH 701, POPLHLTH 701, 760, 765
- 90 points: DIETETIC 793

**Courses available:****Audiology**

AUDIOL 701, 702, 704, 713–715

**Biological Sciences**

BIOSCI 755–759

**Bioinformatics**

BIOINF 701

**Clinical Education**

CLINED 703–718

**Clinical Imaging**

CLINIMAG 701–708

**Dietetics**

DIETETIC 701–703, 793

**Education**

EDUC 741, 742, 753

**Health Informatics**

HLTHINFO 722–724, 728, 730

**Health Psychology**

HLTHPSYC 714–716, 743, 744, 757, 758

**Health Sciences**

HLTHSCI 790 Dissertation  
 HLTHSCI 793 Research Portfolio  
 HLTHSCI 796 Thesis  
 HLTHSCI 797 Research Portfolio

**Managed Care**

MGCARE 701–707

**Māori Health**

MĀORIHTH 701, 705–711

**Medical Imaging**

MEDIMAGE 701–713

**Medical Science**

MEDSCI 701–723, 725–739

**Medicine**

MEDICINE 703, 706, 707, 713, 721, 730–734, 738, 739, 740–742

**Nursing**

NURSING 701–706, 714, 716, 719–747, 753–784

**Obstetrics and Gynaecology**

OBSTGYN 705, 712, 713, 715, 716, 720

**Ophthalmology**

OPHTHAL 701–705

**Paediatrics**

PAEDS 704, 712, 719–722

**Pharmaceutical Science**

PHARMACY 750–754

**Pharmacy**

PHARMACY 700, 741, 760, 761

**Population Health**

POPLHLTH 701–757, 759–768

**Population Health Practice**

POPLPRAC 701–727, 739–747, 753–764

**Psychiatry**

PSYCHIAT 713, 740, 741, 746, 747, 760–762, 766–772

**Social Work**

SOCWORK 718, 752

**Social Work Health Practice**

SOCHLTH 751, 753, 754

**The Degree of Master of Māori Health – MMH**

*The Degree of Master of Māori Health was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## The Degree of Master of Medical Science – MMedSc

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

### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a have completed the requirements for the degree of Bachelor of Medicine and Bachelor of Surgery, or its equivalent as approved by Senate or its representative  
and
  - b
    - (i) have completed the requirements for the Postgraduate Diploma in Medical Science, or its equivalent as approved by Senate or its representative, with an average grade of B or higher  
or
    - (ii) have completed the requirements for the Degree of Bachelor of Human Biology (Honours), or its equivalent as approved by Senate or its representative, with an average grade of B or higher
  - and
  - c hold current registration with the Medical Council of New Zealand or as a medical practitioner in the country of domicile  
and
  - d satisfy the relevant Head of School that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 3 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

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

*either*

  - a **Research Masters**
    - (i) 120 point Thesis as listed in the Master of Medical Science Schedule  
or
    - (ii) 120 point Research Portfolio listed in the Master of Medical Science Schedule  
or
    - (iii) 90 point Research Portfolio listed in the Master of Medical Science Schedule  
and  
30 points from approved courses listed in the Master of Medical Science Schedule
  - or
  - b **Taught Masters**
    - (i) 60 point Dissertation as listed in the Master of Medical Science Schedule  
and
    - (ii) 60 points from courses listed in the Master of Medical Science Schedule, including an approved research methods course listed in the Master of Medical Science Schedule, if such a course has not already been passed.
- 5 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 4b, must substitute an alternative course as approved by the relevant Head of School.
- 6 The programme for each student must be approved by the relevant Head of School prior to enrolment.

### Thesis / Research Portfolio / Dissertation

- 7
  - a The thesis, research portfolio or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the relevant Head of School.
  - b The thesis, research portfolio or dissertation is to embody the results obtained by an investigation into an area of medical science.
  - c Any laboratory work in connection with the thesis, research portfolio or dissertation must be carried out within the University. However, Senate or its representative may permit a student

to carry out the work in an approved institute outside the University for any period or periods considered necessary.

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

### Variations

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

### Honours

- 9 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2001 regulations for the Degree of Master of Medical Science were thereby repealed.

## Master of Medical Science (MMedSc) Schedule

<b>Research Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 120 points: MEDSCI 796 Thesis</li> <li>or</li> <li>• 120 points: MEDSCI 797 Research Portfolio</li> <li>or</li> <li>• 90 points: MEDSCI 793 Research Portfolio</li> <li>• 30 points from approved courses listed in the Master of Medical Science Schedule</li> </ul>	<b>Taught Masters Requirement:</b> <ul style="list-style-type: none"> <li>• 60 points: MEDSCI 790 Dissertation</li> <li>• 60 points from courses listed in the Master of Medical Science Schedule</li> </ul>
<b>Courses available:</b>	
<b>Audiology</b> AUDIOL 701, 702, 704, 713–71	<b>Medicine</b> MEDICINE 703, 706, 707, 713, 721, 730–734, 738, 739, 740–742
<b>Biological Sciences</b> BIOSCI 755–759	<b>Obstetrics and Gynaecology</b> OBSTGYN 705, 712, 713, 715, 716, 720, 723–725
<b>Clinical Education</b> CLINED 703–718	<b>Ophthalmology</b> OPHTHAL 701–705
<b>Health Informatics</b> HLTHINFO 722–724, 728, 730	<b>Paediatrics</b> PAEDS 704, 712–721
<b>Health Psychology</b> HLTHPSYC 714–716, 743, 744, 757, 758	<b>Pharmacy</b> PHARMACY 741
<b>Managed Care</b> MGCARE 701–707	<b>Population Health</b> POPLHLTH 701–757, 759–767
<b>Māori Health</b> MĀORIHTH 701, 705–711	<b>Population Health Practice</b> POPLPRAC 701–727, 739–747, 753–764
<b>Medical Science</b> MEDSCI 701–723, 725–738 MEDSCI 790 Dissertation MEDSCI 793 Research Portfolio MEDSCI 796 Thesis MEDSCI 797 Research Portfolio	<b>Psychiatry</b> PSYCHIAT 713, 740, 741, 746, 747, 760–762, 766–772



## The Degree of Master of Nursing – MNurs

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

### Admission

- 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 admitted to this degree under Regulation 1a must complete the requirements for one of the 240 point options in the Master of Nursing Schedule.
- 5 A student admitted to this degree under Regulation 1b must complete the requirements for one of the 120 point options in the Master of Nursing Schedule.
- 6 A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio, dissertation or research project must, before enrolment for the thesis, research portfolio, dissertation or research project, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Health Sciences.
- 7 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 4 or 5, must substitute an alternative course as approved by the Head of School of Nursing.
- 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</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>120 points: NURSING 797 Research Portfolio</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>90 points: NURSING 790 Research Portfolio</li> </ul> <i>and</i> <ul style="list-style-type: none"> <li>30 points from approved courses listed in the Master of Nursing Schedule</li> </ul>	<b>Taught Masters</b> <i>either</i> <ul style="list-style-type: none"> <li>60 points: NURSING 795 Dissertation</li> <li>60 points from approved courses listed in the Master of Nursing Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>30 points: NURSING 701</li> <li>90 points from approved courses listed in the Master of Nursing Schedule</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: NURSING 796 Thesis</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>120 points: NURSING 797 Research Portfolio</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>90 points: NURSING 790 Research Portfolio</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule</li> <li>30 points from approved courses listed in the Master of Nursing Schedule</li> </ul>	<b>Taught Masters</b> <i>either</i> <ul style="list-style-type: none"> <li>60 points: NURSING 795 Dissertation</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule</li> <li>60 points from approved courses listed in the Master of Nursing Schedule</li> </ul> <i>or</i> <ul style="list-style-type: none"> <li>30 points: NURSING 701</li> <li>120 points from an approved pathway as outlined in the Postgraduate Diploma in Health Sciences in Advanced Nursing or Mental Health Nursing Schedule</li> <li>90 points from approved courses listed in the Master of Nursing Schedule</li> </ul>
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Courses available:

<b>Nursing</b> NURSING 702–784	<b>Population Health</b> POPLHLTH 746, 749, 759, 766
<b>Pharmacy</b> PHARMACY 741	<b>Population Health Practice</b> POPLPRAC 719–727, 756, 760, 761

### The Degree of Master of Pharmacy Practice – MPharmPrac

*The Master of Pharmacy Practice was withdrawn in 2011. Students who are enrolled in this qualification should contact their faculty for advice regarding completion.*

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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 admitted to this degree under Regulation 1a must complete the requirements for one of the 240 point options in the Master of Public Health Schedule.
- 5 A student admitted to this degree under Regulation 1b must complete the requirements for one of the 120 point options in the Master of Public Health Schedule.
- 6 A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio, dissertation or research project must, before enrolment for the thesis, research portfolio, dissertation or research project, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Public Health.
- 7 A student required to complete 240 points for this degree and who has completed the requirements for the Degree of Bachelor of Health Sciences, or equivalent degree, may not enrol in POPLHLTH 760, and must select an alternative course from the Master of Public Health Schedule.
- 8 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 4 or 5, must substitute an alternative course as approved by the Head of School of Population Health.
- 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:

#### Research Masters

- 120 points: POPLHLTH 796 Thesis
- or
- 90 points: POPLHLTH 793 Research Portfolio
- 30 points from approved courses as listed in the Master of Public Health Schedule

#### Taught Masters

- 60 points: POPLHLTH 790 Dissertation
- 60 points from approved courses listed in the Master of Public Health Schedule

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

#### Research Masters

- 120 points: POPLHLTH 796 Thesis
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Public Health Schedule
- or
- 90 points: POPLHLTH 793 Research Portfolio
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Public Health Schedule
- 30 points from approved courses listed in the Master of Public Health Schedule

#### Taught Masters

- 60 points: POPLHLTH 790 Dissertation
- 120 points from an approved pathway as outlined in the Postgraduate Diploma in Public Health Schedule
- 60 points from approved courses listed in the Master of Public Health Schedule

Courses available:

#### Health Informatics

HLTHINFO 722–724, 728, 730

#### Māori Health

MĀORIHTH 701, 705–711

#### Medical Science

MEDSCI 709

#### Population Health

POPLHLTH 701–734, 736, 737, 739, 750–754, 757, 760–763, 765, 767

#### Population Health Practice

POPLPRAC 709–712, 715, 716

## The Degree of Doctor of Medicine – MD

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

### Preamble

- 1 a A candidate for the Degree of Doctor of Medicine is required to pursue an approved programme of advanced study and research as an enrolled student of the University.
- b It is expected that this programme will usually be completed within three to four years of equivalent full-time candidature. Part-time candidature may also be permitted.
- c The Degree of Doctor of Medicine is awarded for a formal and systematic exposition of a coherent programme of advanced research work in any branch of medicine or medical science presented in a thesis which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:
  - (i) to be an original contribution to any branch of medicine or medical science  
and
  - (ii) to meet internationally recognised standards for such work  
and
  - (iii) to demonstrate a knowledge of the literature relevant to the subject of the thesis, and the ability to exercise critical and analytical judgement of it  
and
  - (iv) to be satisfactory in its methodology, in the quality and coherence of its written expression, and in its scholarly presentation and format.
- d If the core of the thesis comprises a series of published or unpublished research papers and/or case studies, the candidate must be the lead or sole author of each paper or case study and have written the text. The candidate must provide a contextual framework and concluding discussion

that will normally amount to 20,000–30,000 words. The range and focus of this material shall generally correspond with the introductory and concluding chapters of a thesis. The thesis must be presented in a consistent format, citation style and typeface.

- e If the core of the thesis does not comprise a series of published or unpublished research papers and/or case studies, a candidate may still include within their thesis published or unpublished research papers and/or case studies, provided that the candidate was the lead or sole author of each paper or case study and wrote the text. The thesis must be presented in a consistent format, citation style and typeface.
- f 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.
- g 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.
- h All research for the thesis is to be conducted in a manner consistent with The University of Auckland Guidelines for the Conduct of Research.

### Eligibility

- 2 A candidate for the Degree of Doctor of Medicine is required to have:
  - a (i) completed the requirements for the award of the Degree of Bachelor of Medicine and Bachelor of Surgery at The University of Auckland
  - or
  - (ii) completed the requirements for the award of a medical qualification that the Board of Graduate Studies considers to be equivalent to the prerequisite qualification specified in Clause a(i) of this regulation
- and
- b demonstrated an ability to pursue doctoral level research in the field of medicine or medical science
- and
- c following the completion of their medical qualification, normally had at least five years of experience in medical practice or in an area considered comparable by the Board of Graduate Studies
- and
- d applied for admission and been admitted to The University of Auckland.

### Duration

- 3 a A candidate will normally be required to complete the requirements for the degree within not less than three full-time years and not more than four full-time years, or the part-time equivalent, from the date of registration unless permitted to do otherwise by the Board of Graduate Studies.
- b A candidate who draws upon original studies completed prior to registration may, with the permission of the Board of Graduate Studies, complete the requirements for the degree in less than three years. The minimum time for completion will not be less than one year.

### Registration

- 4 a The Board of Graduate Studies, on the recommendation of the Head of Department in the discipline in which the candidate is to be primarily registered, is to determine whether the candidate may be registered and the date of registration.
- b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates.
- c All candidates will provide two goals to be achieved in the first year of registration.

### Structure and Content

- 5 A candidate enrolled for this degree must pass MEDSCI 896 Thesis.

### Reviews of Progress

- 6 Reviews of progress and continuation of registration will be made according to Regulation 2 of the General Regulations for Named Doctorates.

### Enrolment and Fees

- 7 Enrolment and payment of fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates.

## Changes to the Conditions of Registration

- 8 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates.

## Discontinuation of Registration

- 9 Enrolment and Programme Regulations regarding discontinuation apply to MD candidates.

## Submission

- 10 a All candidates are required to submit three copies in temporary binding and one electronic copy in pdf format of the thesis to the Graduate Centre. Copies should include the following statement to examiners on the first page:  
“This thesis is for examination purposes only and is confidential to the examination process.”
- b Three months prior to the expected date of submission, a candidate should notify the School of Graduate Studies in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.
- c The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate's own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma and that written permission has been obtained for any third-party copyright material reproduced in the thesis that represents a “substantial part” of the other work. The declaration should also state that the temporary-bound copies and electronic copy are identical.
- 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 Clauses 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 Clause 9 of the PhD Statute, except that:
- a **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 or delegate as Chair, the Head of Department or delegate, the Dean of the Faculty of Medical and Health Sciences or delegate, and the Head of the School of Medicine or delegate, for all Doctor of Medicine examinations
- and
- b **Examiners' Reports**  
Examiners will be requested to assess the thesis according to the criteria of clause 1(c) of these regulations, and to make 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 the oral examination.



This recommendation is made when the Examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. These changes can normally be made within a 3–6 month period.

or

- (b) to award the degree after revisions have been made to the thesis to the satisfaction of the Examiner by a specified date

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.

and

**c 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 Clause 9j (PhD Statute) and which recommends one of the following:

- (i) to award the degree

or

- (ii) 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, 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 Doctor of Medicine Examination Committee or nominee, 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

- (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

or

- (v) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree

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

or

- (vii) to require the candidate to undergo an Oral Examination.

- d In the case of recommendations (iii) and (iv), the report must also state clearly the nature of the revisions recommended.

**e Oral Examination**

An Oral Examination will be held only on the recommendation of the Doctor of Medicine

Examination Committee. Should an oral examination be required the Head of Department or delegate will be asked to nominate a Chair of the Oral Examination as well as a Head of Department Nominee to attend the oral examination. The Oral Examination and any required revisions will then proceed as per Clause 9 of the PhD Statute.

**f Copies for Deposit**

- (i) On successful completion of the examination, candidates who first registered in a Doctor of Medicine programme prior to 1 January 2009 will be required to deposit either, three hardbound copies of the thesis or, two hardbound copies and one digital copy of the thesis, corrected as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.
  - (ii) On successful completion of the examination, candidates who first registered in a Doctor of Medicine programme on or after 1 January 2009 will be required to deposit two hardbound copies of the thesis and one digital copy, corrected as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.
  - (iii) When two hardbound copies and a digital copy of the thesis are deposited, these must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same.
- 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 Clause 24 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 5 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

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

### Transitional Arrangements

- 15 **a** These regulations came into force on 1 January 2009 and were amended on 2 April 2012. The 1996 regulations for the Degree of Doctor of Medicine were thereby repealed.
- b** For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of 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.

## The Degree of Doctor of Pharmacy – DPharm

*New admissions into the Doctor of Pharmacy were suspended in 2010.*

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

### Preamble

- 1 **a** Candidates for the Degree of Doctor of Pharmacy are required to pursue an approved programme of advanced study and research as enrolled students of the University.
- b** It is expected that this programme will normally be completed within four years.
- c** The Degree of Doctor of Pharmacy is awarded for a formal and systematic exposition of a coherent programme of advanced research work carried out over the period of registration for the degree which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:
- (i) to be an original contribution to professional practice in the field of Pharmacy
- and*
- (ii) to meet internationally recognised standards for such work
- and*

- (iii) to demonstrate a knowledge of the literature relevant to the subject of the thesis, and the ability to exercise critical and analytical judgement of it
- and*
- (iv) to be satisfactory in its methodology, in the quality and coherence of its written expression, and in its scholarly presentation and format.
- d All research for the thesis is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.
- e Doctor of Pharmacy theses may not exceed 75,000 words or 160 pages in total without the permission of the Board of Graduate Studies.

### Eligibility

- 2 Candidates for the Degree of Doctor of Pharmacy are required to have:
  - a (i) completed the requirements for the award of either the Degree of Master of Pharmacy Practice with First Class or Second Class Honours First Division at The University of Auckland
  - or*
  - (ii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to the prerequisite qualification specified in Clause a(i) of this regulation
  - and*
  - b demonstrated an ability to pursue doctoral level research in the field of Pharmacy
  - and*
  - c following the completion of a first degree, had at least five years of experience in pharmacy practice or in an area considered comparable by the Board of Graduate Studies
  - and*
  - d have current registration as a pharmacist in New Zealand or as a pharmacist in the country of domicile.
  - e Every candidate for the Degree of Doctor of Pharmacy must have applied for admission and been admitted to The University of Auckland.

### Duration and Total Points Value

- 3 a A student for this degree has to follow a two-part programme, Part I being taken in one full-time year or two consecutive part-time years and Part II being taken in two full-time years or four consecutive part-time years, and pass an approved programme with a total value of 360 points.
- b Candidates must complete the requirements for this degree within not less than three years and not more than four years from the date of registration for full-time students, and not less than six years and not more than eight years from the date of registration for part-time students, unless permitted to do otherwise by the Board of Graduate Studies under Regulation 9. In the case of candidates who have been permitted to change between full-time and part-time the time requirements will be calculated on a pro rata basis.

### Registration

- 4 a The Board of Graduate Studies, on the recommendation of the Head of School of Pharmacy, is to determine whether the student may be registered and the date of registration.
- b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates (2004).

### Structure and Content

- 5 Of the 360 points required for this degree, a student must pass Parts I and II as listed in the Doctor of Pharmacy Schedule.
- 6 Candidates must complete Part I with at least a B+ average grade before commencing Part II.

### Reviews of Progress

- 7 a At the end of Part I the Head of School of Pharmacy will submit, through the Associate Dean (Postgraduate) of the Faculty, a report to the Board of Graduate Studies on the candidate's progress and containing a recommendation as to whether or not the candidate should be permitted to proceed to Part II.
- b During Part II, reviews of progress and continuation of registration will be made according to Regulation 2 of the General Regulations for Named Doctorates (2004).

### Enrolment and Fees

- 8 Enrolment and payment of fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates (2004).

### Changes to the Conditions of Registration

- 9 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates (2004).

### Submission

- 10 a All candidates are initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the Guide to Theses and Dissertations.
- b One month prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.
- c The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate's own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma.
- d The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

### Examination

- 11 The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy (2011), except that:
- a examiners will be requested to assess the thesis according to the criteria of Clause 1(c) of these regulations
- and
- b the Board of Graduate Studies will appoint a Doctor of Pharmacy Adviser who will take the part of the Head of Department Nominee, as described in the Statute for the Degree of Doctor of Philosophy (2011), for all Doctor of Pharmacy examinations.

### Variations

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

### Appeals

- 13 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates (2004).

### Dispute Resolution Procedures

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

### Transitional Arrangements

- 15 a These regulations came into force on 1 January 2006. The 2005 regulations for the Degree of Doctor of Pharmacy were thereby repealed.
- b For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the statute under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

#### Doctor of Pharmacy (DPharm) Schedule

Requirement Part I	Part II
• 120 points: PHARMACY 801–804	• 240 points: PHARMACY 896

### Diploma in Paediatrics – DipPaed

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

### Admission

- 1 In order to be admitted to this programme, a student needs to:
- either
- a (i) have held, for at least one year, a medical qualification approved by Senate or its representative
- and

- (ii) hold current registration with the Medical Council of New Zealand
- or
- b have graduated from the Central Medical School of Fiji and have satisfied the Head of School of Medicine they have appropriate training and experience to undertake this diploma.

### Duration and Total Points Value

- 2 A student enrolled for this diploma must follow a programme equivalent to two consecutive full-time semesters and pass courses with a total value of 120 points.

### Structure and Content

- 3 A student enrolled for this programme must pass 120 points: PAEDS 601.

### Practical Requirements

- 4 Each student must have completed six months of paediatric training in a hospital approved by Senate or its representative.
- 5 A student enrolled for this diploma must carry out satisfactorily such practical or clinical work as the Head of School of Medicine may require, including:
  - a performance of clinical duties
  - and
  - b participation in community aspects of child care.

### Distinction

- 6 This diploma may be awarded with or without Distinction, according to the standard of each student's work, as approved by Senate or its representative, on the recommendation of the Head of School of Medicine.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Diploma in Paediatrics were thereby repealed.

## Graduate Diploma in Health Sciences – GradDipHSc

*The Graduate Diploma in Health Sciences was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## Postgraduate Diploma in Clinical Education – PGDipClinEd

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

### Admission

- 1 In order to be admitted to this programme a student needs to have:
  - either
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or
  - b (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative
  - and
  - (ii) have at least two years' relevant work experience approved by the Head of the Centre for Medical and Health Sciences Education
  - and
  - c be currently engaged in clinical teaching or curriculum development in a health related discipline.
- 2 A student who has completed the requirements for either the Postgraduate Certificate in Clinical Education, or the Postgraduate Certificate in Academic Practice, or their equivalent, may, on the recommendation of the Head of the Centre for Medical and Health Sciences Education and with the approval of Senate or its representative, credit to this postgraduate diploma the courses passed for the Postgraduate Certificate in Clinical Education, or the Postgraduate Certificate in Academic Practice.

**Duration and Total Points Value**

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 5 A student enrolled for this postgraduate diploma who has completed the requirements for the Postgraduate Certificate in Clinical Education:
  - a must pass 120 points from Option 1 in the Postgraduate Diploma in Clinical Education Schedule
  - b with the approval of the Head of the Centre for Medical and Health Sciences Education up to 30 points may be selected from other relevant postgraduate courses.
- 6 A student enrolled for this postgraduate diploma who has completed the requirements for the Postgraduate Certificate in Academic Practice must pass 120 points from Option 2 in the Postgraduate Diploma in Clinical Education Schedule.
- 7 The programme for each student must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.

**Variations**

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

**Distinction**

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

**Commencement**

- 10 These regulations came into force 1 January 2007.

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**Postgraduate Diploma in Clinical Education (PGDipClinEd) Schedule**


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**Requirement:****Option 1**

- 45 points: CLINED 714, 715, NURSING 741
- 30 points from CLINED 703, 712, 716
- at least 30 points from CLINED 703–718, NURSING 735
- up to 15 points from other courses approved by the Head of the Centre for Medical and Health Sciences Education

**Option 2**

- 60 points from ACADPRAC 701–706
  - 15 points: CLINED 714
  - 45 points from CLINED 703–718
- 

**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.

**Practical Requirements**

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

**Variations**

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

**Distinction**

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

**Commencement**

- 9 These regulations came into force on 1 January 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 766–768
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## **Postgraduate Diploma in Community Emergency Medicine – PGDipComEmMed**

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

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

**Admission**

- 1 In order to be admitted to this programme a student needs to:
  - a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative
  - and
  - b hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
  - and
  - c satisfy the Head of School of Population Health that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

**Duration and Total Points Value**

- 2 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Community Emergency Medicine Schedule.
- 5 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 4, must substitute an alternative course as approved by the Head of School of Population Health.

**Practical Requirements**

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

**Variations**

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

**Distinction**

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

**Commencement**

- 9 These regulations came into force on 1 January 2006. The 2003 regulations for the Postgraduate Diploma in Community Emergency Medicine were thereby repealed.

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**Postgraduate Diploma in Community Emergency Medicine (PGDipComEmMed) Schedule**


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**Requirement:**

- 105 points: POPLPRAC 737–742, PAEDS 714

and

- 15 points from POPLHLTH 701, 721, 722, POPLPRAC 701, 736

or

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

**Postgraduate Diploma in Geriatric Medicine – PGDipGeriatricMed**

*The Postgraduate Diploma in Geriatric Medicine was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

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**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.

**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 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
-

## Postgraduate Diploma in Health Sciences – PGDipHSc

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

### Admission

- 1 In order to be admitted to this programme a student needs to have:  
*either*
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or*
  - b (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative  
*and*  
(ii) at least two years' relevant work experience approved by the relevant Head of School.
- 2 A student who has completed the requirements for the Postgraduate Certificate in Health Sciences, or its equivalent, may on the recommendation of the relevant Head of School, and with the approval of Senate or its representative, credit to this Postgraduate Diploma in Health Sciences, the courses passed for the Postgraduate Certificate in Health Sciences.
- 3 A student who has completed the requirements for the Postgraduate Diploma in Health Sciences in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Diploma in Health Sciences in another specialisation.
- 4 a To gain admission to the Sports Medicine specialisation a student needs to hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile  
*and*  
b satisfy the Head of School of Population Health that they have adequate access to clinical work to undertake the programme in circumstances approved by The University of Auckland.
- 5 a To gain admission to the Magnetic Resonance Imaging, Ultrasound or Medical Imaging specialisations a student needs to have completed an undergraduate degree in Medical Imaging or an equivalent qualification, and hold current registration with the New Zealand 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

- 6 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.
- 7 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 8 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.
- 9 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 8, must substitute an alternative course as approved by the relevant Head of School.
- 10 The programme for each student must be approved by the Head of School prior to enrolment.

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

## Commencement

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

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

#### Approved Research Methods Courses:

CLINED 714, MEDSCI 725, NURSING 768, OPHTHAL 703, POPLHLTH 701, 704, 705, 706, 707, 708, 711, 712

#### Specialisations available

##### Advanced Nursing

either

- 120 points from NURSING 706, 714, 716, 719, 722, 730, 737, 738, 742, 745, 746, 768, 770, 771, 772, 773, 778, other courses approved by the Head of School of Nursing

or

- 120 points from NURSING 746, 768, 773, POPLHLTH 749, 759, POPLPRAC 725, 727, 756, other courses approved by the Head of School of Nursing

or

- 120 points from NURSING 746, 773, POPLHLTH 746, 768, POPLPRAC 720, 722, 723, 724, other courses approved by the Head of School of Nursing

or

- 120 points from NURSING 745, 746, 753-760, 768, 774, 776, 777, other courses approved by the Head of School of Nursing

##### Alcohol and Drug Studies

- 45 points: POPLHLTH 737, POPLPRAC 708
- 30 points from POPLHLTH 738, 753, 768, POPLPRAC 707, 709, 712, 717, 718
- 15 points from POPLHLTH 701, 704, 705, 767
- 30 points from MAORIH 701, PAEDS 712, POPLHLTH 721, 736, 738, 739, 747, 753, 768, POPLPRAC 702, 707, 709, 712, 717, 718, 754

##### Child and Adolescent Mental Health

- 30 points from PSYCHIAT 740, 747, 768
  - 15 points: PSYCHIAT 741
  - 15 points from POPLHLTH 701, 704, 705, 708, 767
- and
- a further 60 points from PSYCHIAT 740, 747, 768–772
- or
- a further minimum of 30 points from PSYCHIAT 740, 747, 768–772
- and
- up to 30 points from other courses approved by the Head of School of Medicine

##### Community Emergency Care

- 90 points: POPLHLTH 709, POPLPRAC 739, 740, 763, PAEDS 714
- 30 points from POPLHLTH 701, 721, 722, 737, 738, POPLPRAC 701, 702, 714, 743, 744

##### Forensic Psychiatry

*The PGDipHSc in Forensic Psychiatry was suspended in 2012. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.*

- 60 points: PSYCHIAT 746, 760–762
- 60 points from courses listed under Population Health, Population Health Practice or Psychiatry in the Master of Health Sciences Schedule

##### Health Informatics

- 90 points: HLTHINFO 723, 728, 730, POPLHLTH 709, 724, 729
- 15 points from POPLHLTH 701, 706, 767
- 15 points from BUSADMIN 763, 764, COMPSCI 732, 760, 780, HLTHINFO 722, 724, POPLHLTH 721

##### Magnetic Resonance Imaging

- 60 points: MEDIMAGE 701–704
- 30 points: CLINIMAG 701, 702
- 15 points from POPLHLTH 701–709
- 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

##### Managed Care

*The PGDipHSc in Managed Care was suspended in 2008. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.*

- 90 points: MGCARE 701–705
- 30 points from MGCARE 706, 707

##### Medical Imaging

- 30 points: MEDIMAGE 701, 702
- at least 60 points from MEDIMAGE 703–713, CLINIMAG 701–709
- 15 points from POPLHLTH 701–709
- up to 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

##### Mental Health Nursing

- 120 points from NURSING 745, 746, 753–760, 763, 768, 774, 776, 777, other courses approved by the Head of School of Nursing

##### Pharmaceutical Science

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

##### Social Work

*The PGDipHSc in Social Work was suspended in 2012. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.*

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

**Sports Medicine**

- 120 points: POPLHLTH 709, POPLPRAC 743–747

**Ultrasound**

- 60 points: MEDIMAGE 701, 702, 705, 706
- 30 points: CLINIMAG 703, 704
- 15 points from POPLHLTH 701–709
- 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

**Youth Health**

- 90 points: PAEDS 712, 719, 720, 722, POPLHLTH 732, POPLPRAC 754
- 15 points from NURSING 768, POPLHLTH 701, 704, 705, 708, 767
- 15 points from MĀORIHTH 701, PAEDS 721, POPLHLTH 735–737, 739, POPLPRAC 701, 702, 712–714, PSYCHIAT 740

**Postgraduate Diploma in Māori Health – PGDipMH**

*The Postgraduate Diploma in Māori Health was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

**Postgraduate Diploma in Medical Science – PGDipMedSc**

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

**Admission**

- 1 In order to be admitted to this programme a student needs to:
  - a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative  
*and*
  - b hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile  
*and*
  - c satisfy the relevant Head of School that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.
- 2 A student who has completed the requirements for the Postgraduate Certificate in Medical Science, or its equivalent, may on the recommendation of the relevant Head of School, and with the approval of Senate or its representative, credit to this Postgraduate Diploma in Medical Science, the courses passed for the Postgraduate Certificate in Medical Science.
- 3 A student who has completed the requirements for the Postgraduate Diploma in Medical Science in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Diploma in Medical Science in another specialisation.

**Duration and Total Points Value**

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 6 Of the 120 points required for this postgraduate diploma, a student must pass:
  - a (i) 15 points from an approved Research Methods Course listed in the Postgraduate Diploma in Medical Science Schedule, if such a course has not already been passed  
*and*  
(ii) 105 points from other courses listed in the Master of Medical Science Schedule  
*or*
  - b 120 points in courses from one of the areas of specialisation listed in the Postgraduate Diploma in Medical Science Schedule.
- 7 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 6, must substitute an alternative course as approved by the relevant Head of School.
- 8 The programme for each student must be approved by the relevant Head of School prior to enrolment.

**Variations**

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

**Distinction**

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

**Commencement**

- 11 These regulations came into force on 1 January 2006. The 2003 regulations for the Postgraduate Diploma in Medical Science were thereby repealed.

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**Postgraduate Diploma in Medical Science (PGDipMedSc) Schedule**


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**Approved Research Methods Courses:**

- CLINED 714, MEDSCI 725, OPHTHAL 703, POPLHLTH 701, 704, 705, 706, 707, 708, 711, 712

**Specialisations available:****General Practice and Primary Health Care**

- 30 points: POPLHLTH 709, POPLPRAC 701
- 90 points from POPLHLTH 701, 738, 746–755, POPLPRAC 702, 713–715, 719–757 or other courses listed in the Master of Medical Science Schedule

**Palliative Care**

- 90 points from POPLHLTH 746, 747, POPLPRAC 701, 719–724
  - 15 points: POPLHLTH 701
  - 15 points from courses listed in the Master of Medical Science Schedule
- 

## **Postgraduate Diploma in Obstetrics and Medical Gynaecology – PGDipObstMedGyn**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to:
- a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification approved by Senate or its representative
- and
- b hold current registration either with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
- and
- c satisfy the Dean of Faculty of Medical and Health Sciences that they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

**Duration and Total Points Value**

- 2 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points
- and
- b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Obstetrics and Medical Gynaecology Schedule.
- 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.

**Practical Requirements**

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

**Variations**

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



**Distinction**

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

**Commencement**

- 9 These regulations came into force on 1 January 2006. The 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
- 

**Postgraduate Diploma in Pharmacy Practice – PGDipPharmPrac**

*The Postgraduate Diploma in Pharmacy Practice was withdrawn in 2011. Students who are enrolled in this qualification should contact their faculty for advice regarding completion.*

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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.*

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**Admission**

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or*
  - b (i) completed the requirements for a health professional qualification that is deemed appropriate by Senate or its representative
  - and*
  - (ii) at least two years' relevant work experience approved by the Head of School of Population Health
  - and*
  - c satisfied the Head of School of Population Health that they have appropriate training and experience to undertake the programme.
- 2 A student who has completed the requirements of the Postgraduate Certificate in Public Health or its equivalent, may on the recommendation of the Head of School of Population Health, and with the approval of Senate or its representative, credit to this postgraduate diploma, the courses passed for the Postgraduate Certificate in Public Health.

**Duration and Total Points Value**

- 3 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 4 The total enrolment for this postgraduate diploma must not exceed 160 points.

**Structure and Content**

- 5 Of the 120 points required for this postgraduate diploma, a student must pass:
  - either*
  - a (i) 45 points from courses listed in the Postgraduate Diploma in Public Health Schedule
  - (ii) at least 60 points from other courses listed in the Master of Public Health Schedule
  - (iii) up to 15 points from other 700 level courses offered at this University
  - or*
  - b 120 points from one of the areas of specialisation listed in the Postgraduate Diploma in Public Health Schedule.
- 6 A student enrolled for this postgraduate diploma who has completed the requirements for the Degree of Bachelor of Health Sciences, or equivalent degree, may not enrol in POPLHLTH 760, and must select an alternative course from the Master of Public Health Schedule.
- 7 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### Variations

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

### Distinction

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

### Commencement

- 10 These regulations came into force on 1 January 2006. The 2001 regulations for the Postgraduate Diploma in Public Health were thereby repealed.

#### Postgraduate Diploma in Public Health (PGDipPH) Schedule

<b>Requirement:</b> <ul style="list-style-type: none"> <li>• 15 points: POPLHLTH 760</li> <li>• 15 points from POPLHLTH 708, 709</li> </ul>	<ul style="list-style-type: none"> <li>• 15 points from POPLHLTH 701–707, 756, 767</li> </ul>
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#### Specialisations available:

<b>Māori Health</b> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 45 points: MĀORIH 701, 710, POPLHLTH 760</li> <li>• 15 points from POPLHLTH 708, 709</li> <li>• 15 points from POPLHLTH 701–707, 756, 767</li> <li>• 30 points from MĀORIH 705, 706, 709, 711, or another course approved by the Head of School</li> <li>• 15 points from other courses listed in the Master of Public Health Schedule</li> </ul>	<b>Pacific Health</b> <p><b>Requirement:</b></p> <ul style="list-style-type: none"> <li>• 30 points: POPLHLTH 739, 760</li> <li>• 15 points from POPLHLTH 708, 709</li> <li>• 15 points from POPLHLTH 701–707, 756, 767</li> <li>• at least 30 points from POPLHLTH 752, POPLPRAC 711, 716</li> <li>• up to 30 points from courses listed in the Master of Public Health Schedule</li> </ul>
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### Postgraduate Diploma in Sports Medicine – PGDipSportMed

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

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

### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative
  - and
  - b hold current registration with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile
  - and
  - c satisfy the Head of School of Population Health that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Sports Medicine Schedule.
- 5 A student enrolled for this postgraduate diploma who has already passed any course the same as, or similar to, those required under Regulation 4, must substitute an alternative course as approved by the Head of School of Population Health.

### Practical Requirements

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

**Variations**

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

**Distinction**

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

**Commencement**

- 9 These regulations came into force on 1 January 2006. The 2003 regulations for the Postgraduate Diploma in Sports Medicine were thereby repealed.

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**Postgraduate Diploma in Sports Medicine (PGDipSportMed) Schedule**


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**Requirement:**

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

**Postgraduate Certificate in Clinical Education – PGCertClinEd**

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

**Admission**

- 1 In order to be admitted to this programme a student needs to have:
  - either*
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or*
  - b (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative
  - and*
  - (ii) have at least two years' relevant work experience approved by the Head of the Centre for Medical and Health Sciences Education
  - and*
  - c be currently engaged in clinical teaching or curriculum development in a health related discipline.

**Duration and Total Points Value**

- 2 A student enrolled for this programme must:
  - a pass courses with a total value of 60 points
  - and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

**Structure and Content**

- 4 A student enrolled in this programme must pass 60 points from the Postgraduate Certificate in Clinical Education Schedule.
- 5 With the approval of the Head of the Centre for Medical and Health Sciences Education up to 15 points may be selected from other relevant postgraduate courses.
- 6 The programme for each student must be approved by the Head of the Centre for Medical and Health Sciences Education prior to enrolment.

**Variations**

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

**Commencement**

- 8 These regulations came into force on 1 January 2007.

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**Postgraduate Certificate in Clinical Education (PGCertClinEd) Schedule**


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**Requirement:**

- 30 points: CLINED 715, NURSING 741
  - 30 points from CLINED 703, 705, 711, 712, 713, 716
-

## 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

- 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 In order to be admitted to the specialisation in Prescribing, a student needs to:
  - a be a New Zealand registered pharmacist who holds current registration in New Zealand  
and
  - b have completed the Postgraduate Diploma in Clinical Pharmacy or an equivalent qualification  
and
  - c hold an appropriate position involving patient care acceptable to the Head of School of Pharmacy  
and
  - d have access to a designated medical prescriber who is acceptable to the Head of School of Pharmacy.
- 3 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

- 4 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 5 The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content

- 6 A student enrolled for this postgraduate certificate must pass 60 points in courses listed in the Postgraduate Certificate in Clinical Pharmacy Schedule.

### Practical Requirements

- 7 Students enrolled for this postgraduate certificate 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.

### Commencement

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

#### Postgraduate Certificate in Clinical Pharmacy (PGCertClinPharm) Schedule

<b>Requirement:</b> • 60 points: PHARMACY 764, 765	
Specialisations available:	
<b>Prescribing</b> <b>Prerequisite:</b> PGDipClinPharm or equivalent <b>Requirement</b> • 60 points: PHARMACY 769, 770	

## 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 80 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 The programme for each student must be approved by the relevant Head of School 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 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:

##### Advanced Nursing

*either*

- 60 points from NURSING 706, 714, 716, 719, 730, 742, 746, 770, 772, 773, other courses approved by the Head of School of Nursing

*or*

- 60 points from NURSING 746, 773, POPLHLTH 749, 759, POPLPRAC 725, 727, 756, other courses approved by the Head of School of Nursing

*or*

- 60 points from NURSING 746, 773, POPLPRAC 720, 722, 723, 724, POPLHLTH 746, other courses approved by the Head of School of Nursing

*or*

- 60 points from NURSING 746, 753, 754, 758–760, 763, 773, 774, 776, 777, other courses approved by the Head of School of Nursing

##### Alcohol and Drug Studies

- 45 points: POPLHLTH 737, POPLPRAC 708
- 15 points from MÄORIHITH 701, PAEDS 712, POPLHLTH 739, POPLPRAC 707, 709, 712, 717 or other courses approved by the Head of School of Population Health

### Child and Adolescent Mental Health

- 60 points: PSYCHIAT 740, 747, 768
- or
- at least 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

### Forensic Psychiatry

*The PGCertHSc in Forensic Psychiatry was suspended in 2012. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.*

- 60 points: PSYCHIAT 746, 760–762

### Health Informatics

- 60 points from HLTHINFO 722–730

### Mammography

- 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

### Managed Care

*The PGCertHSc in Managed Care was suspended in 2008. Students who have a current enrolment in this specialisation should contact their Faculty for advice regarding completion.*

- 60 points: MGCARE 701–704

### Medical Imaging

- 30 points: MEDIMAGE 701, 702
- at least 15 points from MEDIMAGE 703–713, CLINIMAG 701–709
- up to 15 points from courses listed in the Master of Health Sciences Schedule approved by the Head of School

### Mental Health

- at least 45 points from POPLHLTH 735, 736, POPLPRAC 702, 712, 754
- up to 15 points from MĀORIH 701, POPLHLTH 733, 734, 739, POPLPRAC 707, SOCHLTH 751 or other courses approved by the Head of School of Population Health

### Mental Health Nursing

- 60 points from NURSING 746, 753, 754, 758–760, 763, 773, 774, 776, 777, other courses approved by the Head of School of Nursing

### Pharmaceutical Science

- 60 points from PHARMACY 750–761

### Sports Medicine

- 60 points: POPLPRAC 743–746

### Youth Health

- 45 points: PAEDS 712, 719, POPLHLTH 732
- 15 points from other courses listed in the Master of Health Sciences Schedule or Master of Public Health Schedule approved by the Head of School of Medicine

## Postgraduate Certificate in Māori Health – PGCertMH

*The Postgraduate Certificate in Māori Health was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## Postgraduate Certificate in Medical Science – PGCertMedSc

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

### Admission

- 1 In order to be admitted to this programme, a student needs to:
  - a have completed the requirements for the Degree of Bachelor of Medicine and Bachelor of Surgery, or an equivalent medical qualification, approved by Senate or its representative and
  - b hold current registration either with the Medical Council of New Zealand or as a Medical Practitioner in the country of domicile and
  - c satisfy the relevant Head of School that, if it is required for the programme, they have adequate access to clinical work to undertake the programme at a facility approved by The University of Auckland.
- 2 A student who has completed the requirements for the Postgraduate Certificate in Medical Science in one specialisation may, with the permission of Senate or its representative, enrol for the Postgraduate Certificate in Medical Science in another specialisation.

### Duration and Total Points Value

- 3 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 4 The total enrolment for this postgraduate certificate must not exceed 80 points.

### Structure and Content

- 5 Of the 60 points required for this postgraduate certificate, a student must pass:



- a 60 points from courses listed in the Master of Medical Science Schedule
- or
- b 60 points from one of the areas of specialisation listed in the Postgraduate Certificate in Medical Science Schedule.

### Practical Requirements

- 6 Students enrolled for this postgraduate certificate must carry out satisfactorily such practical or clinical work as the relevant Head of School may require.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 2001 regulations for the Postgraduate Certificate in Medical Science were thereby repealed.

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### Postgraduate Certificate in Medical Science (PGCertMedSc) Schedule

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#### Specialisations available:

##### General Practice and Primary Health Care

- 45 points: POPLHLTH 709, POPLPRAC 713, 714
- 15 points from POPLHLTH 746, 763, POPLPRAC 701, 702, 754 or other courses from the Master of Medical Science Schedule approved by the Head of School of Population Health

##### Palliative Care

- 60 points from POPLHLTH 746, POPLPRAC 719–722

##### Primary Mental Health

- 45 points: POPLHLTH 709, POPLPRAC 702, 754
  - 15 points from POPLHLTH 737, 738, POPLPRAC 701, 707 or other courses from the Master of Medical Science Schedule approved by the Head of School of Population Health
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### Postgraduate Certificate in Pharmacy Practice – PGCertPharmPrac

*The Postgraduate Certificate in Pharmacy Practice was withdrawn in 2011. Students who are enrolled in this qualification should contact their faculty for advice regarding completion.*

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### Postgraduate Certificate in Public Health – PGCertPH

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

#### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
  - a completed the requirements for a degree deemed relevant by Senate or its representative
  - or
  - b (i) completed the requirements for a health professional qualification deemed appropriate by Senate or its representative
  - and
  - (ii) at least two years' relevant work experience approved by the Head of School of Population Health
  - and
  - c satisfied the Head of School of Population Health that they have appropriate training and experience to undertake the programme.

#### Duration and Total Points Value

- 2 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

#### Structure and Content

- 4 Of the 60 points required for this postgraduate certificate, a student must pass:
  - either
  - a (i) POPLHLTH 760
  - (ii) POPLHLTH 708 or POPLHLTH 709
  - and

- (ii) 30 points selected from courses listed in the Master of Public Health Schedule  
or  
b 60 points from one of the areas of specialisation listed in the Postgraduate Certificate in Public Health Schedule.
- 5 A student who has completed the requirements for the Degree of Bachelor of Health Sciences, or equivalent degree, may not enrol in POPLHLTH 760, and must select an alternative course from the Master of Public Health Schedule.
- 6 The programme for each student must be approved by the Head of School of Population Health prior to enrolment.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2006. The 2001 regulations for the Postgraduate Certificate in Public Health were thereby repealed.

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### Postgraduate Certificate in Public Health (PGCertPH) Schedule

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#### Specialisations available:

<b>Effective Practice</b> <ul style="list-style-type: none"> <li>45 points: POPLHLTH 709, 711, 724</li> <li>15 points from POPLHLTH 706, 712, HLTHINFO 728</li> </ul>	<b>Health Promotion</b> <ul style="list-style-type: none"> <li>45 points: POPLHLTH 733, 734, 760</li> <li>15 points from POPLHLTH 736, POPLPRAC 710, 711</li> </ul>
<b>Environmental Health</b> <ul style="list-style-type: none"> <li>30 points: POPLHLTH 725, 726</li> <li>15 points: POPLHLTH 760</li> <li>15 points from MĀORIHTH 701, POPLHLTH 718, POPLHLTH 733, or other courses approved by the Head of School of Population Health</li> </ul>	<i>Subject to CUAP Approval</i> <b>Māori Health</b> <ul style="list-style-type: none"> <li>45 points: POPLHLTH 760, MĀORIHTH 701, 710</li> <li>15 points from MĀORIHTH 705–709</li> </ul>

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## Certificate in Health Sciences – CertHSc

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have completed Year 13 in a New Zealand secondary school or its equivalent.

### Duration and Total Points Value

- 2 A student enrolled for this certificate must follow a programme of two full-time semesters and pass courses with a total value of 120 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 3 A student enrolled for this certificate must pass courses with a total value of at least 120 points from one of the options listed in the Certificate in Health Sciences Schedule.
- 4 The programme for each student must be approved by the Director of the Certificate in Health Sciences prior to enrolment.

### Variations

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

### Commencement

- 6 These regulations came into force on 1 January 2006. The 2001 regulations for the Certificate in Health Sciences were thereby repealed.

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### Certificate in Health Sciences (CertHSc) Schedule

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<b>Requirement:</b> <b>Option 1</b> <ul style="list-style-type: none"> <li>105 points: MĀORIHTH 10H, 12H, 15H, 16H, 18H, 19H, 20H</li> <li>15 points from MĀORIHTH 13H, 14H</li> </ul>	<b>Option 2</b> <ul style="list-style-type: none"> <li>120 points from MĀORIHTH 10H, 11H, 12H, 13H, 14H, 18H, 19H, 20H</li> </ul>
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## Regulations – Science

- 290 The Degree of Bachelor of Science – BSc
- 295 The Degree of Bachelor of Science (Honours) – BSc(Hons)
- 298 The Degree of Master of Science – MSc
- 304 The Degree of Master of Speech Language Therapy Practice – MSLTPrac
- 305 Graduate Diploma in Science – GradDipSci
- 306 Postgraduate Diploma in Applied Psychology – PGDipAppPsych
- 307 Postgraduate Diploma in Forensic Science – PGDipForensic
- 308 Postgraduate Diploma in Science – PGDipSci
- 311 Certificate in Science – CertSci
- 312 The Degree of Doctor of Clinical Psychology – DClinPsy
- 314 Postgraduate Diploma in Clinical Psychology – PGDipClinPsych

## Interfaculty Degrees and Diplomas – Science

- 317 The Degree of Bachelor of Technology – BTech
- 319 The Degree of Master of Bioscience Enterprise – MBioEnt
- 322 The Degree of Master of Operations Research – MOR
- 326 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
- 327 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 subjects listed in the Bachelor of Science Schedule *and either*
      - (iii) a major listed in the Bachelor of Science Schedule, including at least 60 points above Stage II

*or*

    - (iv) two or more majors listed in the Bachelor of Science Schedule, of which at least one major must include at least 60 points above Stage II and any further majors must each include at least 45 points 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.
- 3 Up to 30 points may be taken from courses available for other programmes offered at this University.

#### General Education Exemptions

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

*and*

  - (ii) a further 15 points from courses available for this degree.

#### Practical Requirements

- 5 In any course that includes practical work as well as written work, a student must obtain passes in both the practical and written work in order to pass that course as a whole. A student who passes the practical work but who fails the written work may, at the discretion of the Head of Department, have the result for the practical work carried forward when the course is retaken.

#### Conjoint Degrees

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

#### Special Cases

- 7 a In exceptional circumstances Senate or its representative may permit a suitably qualified student to enrol directly in a Stage II course(s). If the student fails the Stage II course(s) but is certified by the examiner as having reached a pass in an equivalent Stage I course(s), the student may be credited with the appropriate Stage I course(s).

- b If a student who is enrolled in and fails the advanced or accelerated Stage I course but is certified by the examiner as having reached a pass in a Stage I course in the same subject having a lower entry requirement, the student may be credited with the latter course. The relevant Head(s) of Department shall certify to Senate or its representative that the failed course is an advanced or accelerated course.

### Variations

- 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 2001 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 201, 205, 222  
**Stage III course:** ANTHRO 328  
**For major in Anthropological Science only:**  
**Stage II courses:** ANTHRO 200, 206, 207, 221, 224, 245, 249  
**Stage III courses:** ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 335, 337, 340, 348, 349, 352, 353, 363, 365, 366

#### Applied Mathematics

**Stage I course:** MATHS 162  
**Stage II courses:** MATHS 260, 270, STATS 210  
**Stage III courses:** MATHS 340, 361–372, 386–389, STATS 310, 325, 370, ENGSCI 391

#### Bioinformatics

**Stage III course:** BIOINF 301

#### Biological Sciences

**Stage I courses:** BIOSCI 100–107  
**Stage II courses:** BIOSCI 200–210  
**Stage III courses:** BIOSCI 320–396

#### Chemistry

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

#### Civil and Environmental Engineering

**Stage II courses:** CIVIL 220, 221  
**Stage III courses:** CIVIL 322, ENVENG 333

#### Computer Science

**Stage I courses:** COMPSCI 101–111  
**Stage II courses:** COMPSCI 210–280  
**Stage III courses:** COMPSCI 313–393

#### Education Curriculum Secondary

**Diploma level course:** EDCURSEC 683

#### Environmental Science

**Stage I course:** ENVSCI 101  
**Stage II course:** ENVSCI 201  
**Stage III courses:** ENVSCI 301, 310, 311

#### Food Science

**Stage II course:** FOODSCI 201  
**Stage III courses:** FOODSCI 301–305

*Subject to CUAP Approval*

#### Geography

**Stage I courses:** GEOG 101–105  
**Stage II courses:** GEOG 201–263  
**Stage III courses:** GEOG 302–362

#### Geology

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

#### Geophysics

**Stage III courses:** GEOPHYS 330–339

#### History

**Stage II course:** HISTORY 269

#### Information Systems

**Stage II courses:** INFOSYS 220–222  
**Stage III courses:** INFOSYS 320–330, 338–344  
*Note that INFOSYS 330 may count towards a major in Computer Science*

#### Law

**Stage IV course:** LAWENVIR 422

#### Linguistics

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

#### Logic and Computation

**Stage I courses:** COMPSCI 101, 105, LINGUIST 100, 103, MATHS 150, PHIL 101, 105  
**Stage II courses:** COMPSCI 220, 225, LINGUIST 200, LOGICOMP 201, MATHS 250, 253, 255, PHIL 216, 222, 266  
**Stage III courses:** COMPSCI 320, 350, 367, LINGUIST 300, 313, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323

#### Marine Science

**Stage II course:** MARINE 202  
**Stage III course:** MARINE 302

## Mathematics

**Stage I courses:** MATHS 101–162, 190

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

**Stage III courses:** MATHS 302–384, PHIL 305, STATS 310, 325, 370, ENGSCI 391

## Medical Science

**Stage I course:** MEDSCI 142

**Stage II courses:** MEDSCI 201–206

**Stage III courses:** MEDSCI 301–317

## Optometry and Vision Science

**Part II courses:** OPTOM 262, 265

## Pacific Studies

**Stage I course:** PACIFIC 100

## Philosophy

**Stage I courses:** PHIL 101, 102, 152

**Stage II courses:** PHIL 200, 210, 216, 222, 250, 260, 261, 263

**Stage III courses:** PHIL 305, 315

## Physics

**Stage I courses:** PHYSICS 102–160

**Stage II courses:** PHYSICS 211–280

**Stage III courses:** PHYSICS 315–391, GEOPHYS 330–339

## Psychology

**Stage I courses:** PSYCH 108, 109

**Stage II courses:** PSYCH 201–208

**Stage III courses:** PSYCH 303–364, SPORTSCI 304

## Science Education

**Stage II course:** EDUC 201

**Stage III course:** EDUC 382

## Science – General

**Stage I course:** SCIGEN 101

**Stage II course:** SCIGEN 201

**Stage III course:** SCIGEN 301

## Sport and Exercise Science

**Stage I courses:** SPORTSCI 101–105

**Stage II courses:** SPORTSCI 201–206

**Stage III courses:** SPORTSCI 301–309

## Statistics

**Stage I courses:** STATS 101–150, MATHS 162

**Stage II courses:** STATS 201–255

**Stage III courses:** STATS 301–390, ENGSCI 391

## Wine Science

**Stage II course:** WINESCI 201

## BSc Majors:

### Anthropological Science

*Note: Not available for conjoint degrees*

#### Single or First Major must include

- 30 points: ANTHRO 101, 102
- at least 15 points from ANTHRO 200, 201
- at least 15 points from ANTHRO 205, 206, 207, 221, 222, 245, 249
- at least 60 points from ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 328, 335, 337, 340, 348, 349, 352, 353, 363
- at least 90 points including at least 15 points at Stage III, from courses available in the following subjects: Biological Sciences, Chemistry, Environmental Science, Geography, Geology

#### Second major must include:

- 30 points: ANTHRO 101, 102
- at least 15 points: ANTHRO 200, 201
- at least 15 points from ANTHRO 206, 207, 221, 222, 245, 249
- at least 45 points from ANTHRO 300, 303, 306, 307, 309, 311, 316–318, 324, 328, 335, 337, 340, 348, 349, 352, 353
- at least 90 points including at least 15 points at Stage III, from courses available in the following subjects: Biological Sciences, Chemistry, Environmental Science, Geography, Geology

### Bioinformatics

#### All Majors must include:

- 15 points: COMPSCI 220
- 30 points: BIOINF 301, COMPSCI 369
- 15 points from BIOSCI 322, 350, 351, 353, 354, 356, MEDSCI 314
- 45 points from COMPSCI 314, 320, 335, 345, 351, 367, 373, MATHS 270, 326, 328, 340, 361, 362, 363, STATS 301, 302, 310, 320, 325, 330, 341, 351, 380

### Biological Sciences

#### Single or First Major must include

- 15 points: BIOSCI 101
- at least 45 points from BIOSCI 100, 102–107
- at least 30 points including at least 15 points from each of two of the

following groups: BIOSCI 201–203; BIOSCI 204, 205, 208; BIOSCI 206, 207, 210

- at least 60 points from BIOINF 301, BIOSCI 320–396

#### Second major must include

- 15 points: BIOSCI 101
- at least 45 points from BIOSCI 100, 102–107
- at least 30 points including courses from each of two of the following groups: BIOSCI 201–203; 204, 205, 208; 206, 207, 210
- at least 45 points from BIOINF 301, BIOSCI 320–396

### Biomedical Science

*Note: Not available for conjoint degrees*

#### All Majors must include:

- 90 points: BIOSCI 101, 106, 107, CHEM 110, PHYSICS 160, MEDSCI 142
- 60 points: BIOSCI 201–203, MEDSCI 205
- at least 45 points from MEDSCI 201, 203, 204, 206, (BIOSCI 204 or MEDSCI 202), PSYCH 202
- at least 15 points from STATS 101, 108, BIOSCI 209
- at least 30 points from BIOSCI 347–358
- at least 30 points from MEDSCI 301–317
- at least 15 points at Stage III from BIOSCI, MEDSCI, CHEM 390, 392 or PSYCH 305
- at least a further 45 points from the Schedule for the Bachelor of Science

### Chemistry

#### Single or First Major must include

- 30 points: CHEM 110, 120
- at least 45 points from CHEM 210–240
- 30 points from CHEM 310–340
- at least 30 further points from CHEM 310–392

#### Second major must include

- 30 points: CHEM 110, 120
- at least 45 points from CHEM 210–240
- 30 points from CHEM 310–340
- at least 15 further points from CHEM 310–392



## Computer Science

### Single or First Major must include

- 60 points from COMPSCI 210–280
- 60 points from COMPSCI 313–393

### Second major must include

- 45 points from COMPSCI 210–280
- 45 points from COMPSCI 313–393

*Subject to CUAP Approval*

## Earth Sciences

### Single or First Major must include

- 30 points: GEOG 101, GEOLOGY 103
- at least 15 points from MATHS 108, 150, 162, STATS 101, 108
- at least 15 points from BIOSCI 101, 102, 104, 106, CHEM 110, 120, GEOG 210, MATHS 108, 150, 162, STATS 101, 108, PHYSICS 120, 130, 150, 160
- at least 15 points from GEOG 260, GEOLOGY 201
- at least 45 points from GEOG 260–263, GEOLOGY 201–205
- at least 60 points from GEOG 331, 332, 334, 351, 360, 361, 362, ENVSCI 311, GEOLOGY 301–372

### Second major must include

- 30 points from GEOG 101, GEOLOGY 103
- at least 15 points from MATHS 108, 150, 162, STATS 101, 108
- at least 15 points from BIOSCI 101, 102, 104, 106, CHEM 110, 120, GEOG 210, MATHS 108, 150, 162, STATS 101, 108, PHYSICS 120, 130, 150, 160
- at least 15 points from GEOG 260, GEOLOGY 201
- at least 45 points from GEOG 260–263, GEOLOGY 201–205
- at least 45 points from GEOG 331, 332, 334, 351, 360, 361, 362, ENVSCI 311, GEOLOGY 301–372

## Ecology

*Note: Not available for conjoint degrees*

### All Majors must include:

#### Core courses

- 105 points: BIOSCI 101, 104, 206, 209, ENVSCI 101, 201, STATS 101 or 108
- 15 points from BIOSCI 102, 103
- 15 points from GEOG 101, 102
- 45 points from BIOSCI 202, 203, 204, 205, 207, 208, 210, GEOG 201, 205, 210, GEOLOGY 202, 205, MARINE 202, STATS 210, 220

#### and include one the following options

#### Conservation Ecology and Biosecurity

- 45 points: BIOSCI 394, 396, ENVSCI 311
- at least 30 points from BIOSCI 320, 321, 323, 330, 333, 395, ENVSCI 301, GEOG 320, 330, STATS 302, 341, 351

#### Ecology, Evolution and Behaviour

- 45 points: BIOSCI 322, 337, 396
- at least 30 points from ANTHRO 349, BIOSCI 320, 323, 330, 335, 347, 394, 395, ENVSCI 301, GEOG 334, GEOLOGY 303, STATS 302, 330, 341, 351

#### Marine and Coastal Ecology

- 45 points from BIOSCI 329, 330, 333, MARINE 302
- at least 30 points from BIOSCI 322, 328, 330, 335, 337, 347, 394, 395, ENVSCI 301, 310, 311, GEOG 331, 351, GEOLOGY 303, MARINE 302, STATS 302

#### Quantitative Ecology and Modelling

- 60 points: ENVSCI 310, STATS 302, 330, 341
- at least 15 points from GEOG 317, 319, STATS 351, 380

## Electronics and Computing

*The major in Electronics and Computing was suspended in 2012. Students who have a current enrolment in this major should contact their faculty student centre for advice regarding completion.*

### First or single Major must include

- 45 points at Stage II in Computer Science or Mathematics
- 30 points: PHYSICS 340, 390
- 15 other points from PHYSICS 315–391, GEOPHYSICS 330–331

- 15 points at Stage III in Computer Science

### Second Major must include

- 45 points at Stage II in Computer Science or Mathematics
- 30 points: PHYSICS 340, 390
- 15 points at Stage III in Computer Science

## Environmental Science

The Environmental Science major must be taken in conjunction with another BSc major, including 60 points from Stage III courses in the other majoring subject.

### All Majors must include

- 75 points: ENVSCI 101, 201, 301, 310, GEOG 205
- 15 points from BIOSCI 209, GEOG 250, STATS 201, or approved equivalent
- 15 points from a Stage III Bachelor of Science course

## Food Science

*The major in Food Science was withdrawn in 2011. Students who have a current enrolment in this major should contact their faculty for advice regarding completion.*

## Food Science and Nutrition

### Major must include

- 75 points: BIOSCI 101, 106, 107, CHEM 110, STATS 101 or 108
  - 45 points from CHEM 120, ENGSCI 111, HLTHPSYC 122, MEDSCI 142, PHYSICS 160, POPLHLTH 101, 102, 111
  - 45 points: BIOSCI 203, FOODSCI 201, BIOSCI 204 or MEDSCI 202
- either*
- 30 points: CHEM 230, CHEMMAT 211
  - 30 points: Elective courses
- or*
- 60 points: BIOSCI 202, MEDSCI 203, 205, POPLHLTH 206
- either*
- 60 points: BIOSCI 348, FOODSCI 301, 302, CHEMMAT 756
- or*
- 60 points: BIOSCI 358, MEDSCI 312, 315, POPLHLTH 305
  - at least 15 points from BIOSCI 358, FOODSCI 301–304, MEDSCI 301, POPLHLTH 301
  - at least 30 points from BIOSCI 201, 358, CHEM 240, FOODSCI 301–304, MEDSCI 301, POPLHLTH 202, 301, SCIGEN 201, SPORTSCI 206

*Subject to CUAP Approval*

## Geography

### Single or First Major must include

- at least 45 points from GEOG 101, 102, 202, either 261 or 262
- 15 points: GEOG 250
- 15 points from GEOG 315, 330
- at least 45 further points from GEOG 302–362, ENVSCI 311

### Second major must include

- at least 45 points from GEOG 101, 102, 202, either 261 or 262
- 15 points: GEOG 250
- 15 points from GEOG 315, 330
- at least 30 further points from GEOG 302–362, ENVSCI 311

## Geology

*The major in Geology was suspended in 2012. Students who have a current enrolment in this major should contact their faculty student centre for advice regarding completion.*

### Single or First Major must include

- 30 points: GEOLOGY 201, 301
- at least 30 points from GEOLOGY 202–204
- at least 30 points from GEOLOGY 302–305
- a further 15 points from Stage III Geology

### Second major must include

- 30 points: GEOLOGY 201, 301
- at least 30 points from GEOLOGY 202–204
- at least 30 points from GEOLOGY 302–305

## Geophysics

### First or single Major must include

- at least 15 points from GEOLOGY 103, 104
- 30 points: PHYSICS 213, 231
- 30 points from GEOLOGY 201, 204, MATHS 260, PHYSICS 240, 261
- 30 points from GEOLOGY 361, GEOPHYS 330–339
- 30 further points from GEOLOGY 301–372, GEOPHYS 330–339, MATHS 302–389, PHYSICS 315–391

### Second Major must include

- at least 15 points from GEOLOGY 103, 104
- 30 points: PHYSICS 213, 231
- 30 points from GEOLOGY 201, 204, MATHS 260, PHYSICS 240, 261
- 30 points from GEOLOGY 361, GEOPHYS 330–339
- 15 further points from GEOLOGY 301–372, GEOPHYS 330–339, MATHS 302–389, PHYSICS 315–391

## Industrial Mathematics

*The major in Industrial Mathematics was withdrawn in 2011. Students who have a current enrolment in this major should contact their faculty student centre for advice regarding completion.*

## Information Systems

*Note: Not available for conjoint degrees*

### First or Single Major must include

- 15 points: ACCTG 101
- 60 points from COMPSCI 210–280
- 45 points: INFOSYS 220, 222, 322
- at least 30 points from COMPSCI 313–379
- at least 30 points from INFOSYS 320–341, 343, 344

### Second Major must include

- 15 points: ACCTG 101
- 45 points from COMPSCI 210–280
- 45 points: INFOSYS 220, 222, 322
- at least 30 points from COMPSCI 313–379
- at least 15 points from INFOSYS 320–341, 343, 344

## Logic and Computation

### All Majors must include

- 60 points: COMPSCI 101, 225, PHIL 101, 222
- 60 points from COMPSCI 320, 350, 367, LINGUIST 300, 313, 320, LOGICOMP 301, 302, MATHS 315, 326, 328, PHIL 305, 315, 323
- 15 further points from COMPSCI 105, 220, 320, 350, 367, LINGUIST 100, 103, 200, 300, 313, 320, LOGICOMP 201, 301, 302, MATHS 150, 250, 253, 255, 315, 326, 328, PHIL 105, 216, 222, 266, 305, 315, 323

## Marine Science

### All Majors must include

- 30 points: MARINE 202, 302
- 15 points from STATS 201, BIOSCI 209, GEOG 250
- 45 further points from approved Stage III Bachelor of Science courses

## Mathematics

### (i) Applied Mathematics

#### Single or First Major must include

- 45 points: MATHS 253, 260, 270
- 45 points: MATHS 340, 361, 363
- at least 15 points from MATHS 332, 362, 386–389, STATS 310, 325, 370, ENGSCI 343, 391 and any other courses approved by the Head of Department

#### Second major must include

- at least 30 points from MATHS 253, 260, 270
- 45 points: MATHS 340, 361, 363

### (ii) Mathematics

#### Single or First Major must include

- 30 points from MATHS 253, 255, 260
- up to 30 points from MATHS 361–372, STATS 310, 325, 370, ENGSCI 391, PHIL 305

- at least 30 points from MATHS 302–360, 373–384

### Second major must include

- 30 points from MATHS 253, 255, 260
- up to 15 points from MATHS 361–372, STATS 310, 325, 370, ENGSCI 391, PHIL 305
- at least 30 points from MATHS 302–360, 373–384

## Medicinal Chemistry

*Note: Not available for conjoint degrees*

### All Majors must include

#### Part I

- 90 points: BIOSCI 101, 106, 107, CHEM 110, 120, MEDSCI 142
- at least 15 points from COMPSCI 111, STATS 101, PHYSICS 120, 160

#### Part II

- 90 points: BIOSCI 201, 203, CHEM 230, 240, MEDSCI 204, 205
- at least 15 points from BIOSCI 202, 204, CHEM 210, 220, MEDSCI 202, 203, PHARMACY 202

#### Part III

- 60 points: CHEM 330, 390, 392, MEDSCI 303
- at least 30 points from CHEM 320, 340, 350, BIOSCI 349, 350, 351, 353–356, MEDSCI 206, 305, 306

## Operations Research

### First or Single 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 301–390, 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

### Single or First Major must include

- at least 60 points from MEDSCI 303–307

### Second major must include

- at least 45 points from MEDSCI 303–307

## Physics

### Single or First Major must include

- at least 45 points from PHYSICS 315–371, GEOPHYS 330–339
- at least 15 points from PHYSICS 390, 391

### Second major must include

- at least 30 points from PHYSICS 315–371, GEOPHYS 330–339
- at least 15 points from PHYSICS 390, 391

## Physiology

### Single or First Major must include

- at least 60 points from MEDSCI 308–312, 316, 317

### Second major must include

- at least 45 points from MEDSCI 308–312, 316, 317

## Psychology

### Single or First Major must include

- at least 60 points from PSYCH 303–364, SPORTSCI 304

### Second major must include

- at least 45 points from PSYCH 303–364, SPORTSCI 304

## Sport and Exercise Science

### Single or First Major must include

- 60 points: SPORTSCI 101, 103, BIOSCI 107, MEDSCI 142
- 15 points from PSYCH 108, 109
- 75 points: SPORTSCI 201–204, MEDSCI 205
- 60 points: SPORTSCI 301, 303–305

**Second major must include**

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

**Statistics****Single or First Major must include**

- 15 points from STATS 125, 210
- at least 60 points from STATS 301–390, ENGSCI 391

**Second major must include**

- 45 points from STATS 301–390

## 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

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Bachelors Honours Postgraduate Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 A student enrolled for this degree must pass 120 points in one of the subjects listed in the Bachelor of Science (Honours) Schedule.
- 6 A project or dissertation of up to 60 points, in the same subject, must be included. The combined point value of the dissertation and a research preparation course (such as a dissertation preparation or research methods course) in the same subject must not exceed 60 points.
- 7 The programme for each student must be approved by the relevant Head of Department, Director of School or equivalent.

### Project / Dissertation

- 8
  - a The project or dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative, on the recommendation of the relevant Head of Department.
  - b The dissertation topic must be approved by the relevant Head of Department prior to enrolment.
  - c The dissertation is to be completed and submitted in accordance with the General Regulations – Bachelors Honours Postgraduate Degrees.

### Variations

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

## Honours

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

## Commencement

- 12 These regulations came into force on 1 January 2006. The 1996 regulations for the Degree of Bachelor of Science (Honours) were thereby repealed.

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### Bachelor of Science (Honours) (BSc(Hons) Schedule

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#### Applied Geology

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

**Requirement:**

- 15 points: ENVSCI 701
- 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 714, 754, 771 GEOPHYS 761–763, 780
- 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule
- 30 points from GEOLOGY 789

#### Applied Mathematics

**Prerequisite:** A major in Applied Mathematics and at least 90 points at Stage III

**Requirement:**

- at least 45 points from MATHS 761, 762, 763, 764, 769, 770, PHYSICS 701, 707
- 30 points: MATHS 776 Dissertation in Mathematics or Applied Mathematics
- up to 45 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department

#### Bioinformatics

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

**Requirement:**

- 45 points: BIOINF 702, 703, 704
- 45 points: BIOINF 789 Project
- 30 points from BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 761, 783, 784

#### 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 724–741, 749–761
- or
- 45 points from BIOINF 701, BIOSCI 724–741, 749–761 and a further 15 points, subject to approval by the Director of the School of Biological Sciences, from 700 level courses in a related subject

#### Biomedical Science

**Prerequisite:** A major in Biomedical Science and at least 90 points at Stage III

**Requirement:**

- 90 points: BIOMED 791 Research Portfolio

- 30 points from BIOINF 701, BIOSCI 736, 737, 741, 755–759, HLTHPSYC 716, MEDSCI 701–723, 725–734, 737–739

#### 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 COMPSCI 701–777, 790
- up to 30 points from 700 level courses in a related subject with approval of the Head of Department
- 30 points: COMPSCI 789 Dissertation

#### Food Science

**Prerequisite:** A major in Food Science and at least 90 points at Stage III

**Requirement:**

- at least 30 points from 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 and at least 90 points at Stage III

**Requirement:**

- 15 points: ENVSCI 701
- at least 60 points from GEOG 711–779, ENVMGT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
- 30 points: GEOG 789
- up to 15 further points, subject to approval by the Programme Coordinator

#### Geology

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

**Requirement:**

- 15 points: ENVSCI 701
- 30 points: GEOLOGY 789
- at least 45 points from GEOLOGY 701–772, GEOPHYS 761–763, 780
- up to 30 points from 700 level courses as approved by the Programme Coordinator



## Geophysics

**Prerequisite:** At least 90 points at Stage III including at least 45 points from GEOLOGY 361, GEOPHYS 330–339

**Requirement:**

- 15 points from PHYSICS 731, 732
- 30 points: GEOPHYS 789 Dissertation
- 75 points from approved 700 level courses in Applied Mathematics, Geology, Geophysics or Physics

## Logic and Computation

**Prerequisite:** A 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 Dissertation

## Mathematics

**Prerequisite:** A major in Mathematics including (either MATHS 320 or MATHS 328) and MATHS 332 and at least 90 points at Stage III

*Note: Mathematics Education students may substitute MATHS 302 for one of these prerequisite courses*

**Requirement:**

- 30 points: MATHS 776 Dissertation in Mathematics or Applied Mathematics
- and either*
- 90 points in 700 level Mathematics courses
- or*
- at least 45 points in 700 level Mathematics courses and up to 45 points, subject to approval by the Head of Department, from 700 level courses in a related subject

## Medical Statistics

**Prerequisite:** A major in Statistics, at least 90 points at Stage III, and STATS 210 or equivalent

**Requirement:**

- 75 points: STATS 770, 773, 781, POPLHLTH 708
- 15 points from STATS 779, 782, or equivalent
- 30 points from 600 or 700 level courses in Statistics or related subjects, as approved by the Head of Department

## 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 756, 757, 759, MEDSCI 708, 715, 716, 721, 722
- 60 points: CHEM 793 Dissertation

## Pharmacology

**Prerequisite:** A BSc degree with at least 60 points from MEDSCI 303–307 and at least 90 points at Stage III

**Requirement:**

- 45 points: PHARMCOL 788 Dissertation
- and*
- 75 points from MEDSCI 701 or 702, MEDSCI 715–723
- or*
- 60 points from MEDSCI 701 or 702, MEDSCI 715–723 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

## Physics

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

**Requirement:**

- 30 points: PHYSICS 789 Dissertation
- 45 points from PHYSICS 701–788, 791, 792
- and*
- 45 additional points from PHYSICS 701–788, 791, 792, MATHS 761–763, GEOPHYS 761–780
- or*
- at least 15 additional points from PHYSICS 701–788, 791, 792, GEOPHYS 761–780, MATHS 761–763 and up to 30 points from approved 700 level courses in related subjects as approved by the Head of Department

## Physiology

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

**Requirement:**

- 30 points: MEDSCI 725, 733
- 45 points from MEDSCI 701 or 702, MEDSCI 703, 717, 727–732, 734
- 45 points: PHYSIOL 788 Dissertation

## Psychology

**Prerequisite:** A major in Psychology and at least 90 points at Stage III including PSYCH 306

**Requirement:**

- 45 points: PSYCH 788 Dissertation
- and*
- 75 points from PSYCH 700–762
- or*
- at least 60 points from PSYCH 700–762
- 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

## Sport and Exercise Science

**Prerequisite:** A major in Sport and Exercise Science, or equivalent as approved by the Head of Department and at least 90 points at Stage III

**Requirement:**

- 15 points: SPORTSCI 705
- 45 points: SPORTSCI 788 Dissertation
- and*
- 60 points from SPORTSCI 702–704, 706–714
- or*
- 45 points from SPORTSCI 702–704, 706–714 and a further 15 points, subject to approval by the Head of Department, from 700 level courses in a related subject

## Statistics

**Prerequisite:** A major in Statistics and at least 90 points at Stage III and including STATS 210 or 225

**Requirement:**

- 30 points: STATS 781 Honours Project in Statistics
- 15 points: STATS 779, 782 or equivalent
- at least 45 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711
- up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

## The Degree of Master of Science – MSc

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either*
  - a (i) completed the requirements for the Degree of Bachelor of Science or an equivalent qualification approved by Senate or its representative  
*and*  
 (ii) attained at least a B average in 75 points above Stage II, including at least 45 points in the relevant subject major as specified in the Bachelor of Science regulations
  - or*
  - b (i) (a) completed the requirements for the Degree of Bachelor of Science (Honours) or an equivalent qualification approved by Senate or its representative  
*and*  
 (b) attained at least a B- average in 90 points taken for the Bachelor of Science (Honours)
  - or*
  - (ii) (a) completed the requirements for the Postgraduate Diploma in Science or an equivalent qualification approved by Senate or its representative  
*and*  
 (b) attained at least a B- average in 90 points taken for the PGDipSci. At least 75 of these points must be in 700 level courses or a dissertation, if the proposed Masters degree programme includes a thesis.
- 2 a A student who has not completed all the requirements of the Degree of Bachelor of Science but who has passed:
  - (i) 345 points towards that degree  
*and*  
 (ii) the Stage III entry requirements for this degree  
 may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol for this degree. The requirements for the Degree of Bachelor of Science must be completed within 12 months of initial enrolment for the Degree of Master of Science. Should these requirements not be completed within these 12 months, enrolment for the Degree of Master of Science will be suspended until they have been completed.
- b A student who has not completed all the requirements of the Degree of Bachelor of Science (Honours) or the Postgraduate Diploma in Science but who has:
  - (i) passed 105 points towards the Degree of Bachelor of Science (Honours) or the Postgraduate Diploma in Science  
*and*  
 (ii) met all other entry and prerequisite requirements  
 may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol for this degree. The requirements for the Degree of Bachelor of Science (Honours) or Postgraduate Diploma in Science must be completed within 12 months of initial enrolment for the Master of Science. Should these requirements not be completed within these 12 months, enrolment for the Master of Science will be suspended until they have been completed.
- 3 Admission to this degree requires approval from the relevant Head of Department, Director of School, or equivalent and is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 4 A student admitted to this degree under Regulation 1a must:
  - a pass courses with a total value of 240 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
*and*
  - c not exceed 280 points for the total enrolment for this degree.
- 5 A student admitted to this degree under Regulation 1b must:
  - a pass courses with a total value of 120 points  
*and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees  
*and*
  - c not exceed 160 points for the total enrolment for this degree.



## Structure and Content

- 6 A student enrolled for this degree must complete the requirements for one of the subjects as listed in the Master of Science Schedule.

## Thesis/Research Portfolio/Dissertation

- 7 a A thesis, research portfolio, or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b The thesis or dissertation topic must be approved by the relevant Departmental Postgraduate Committee prior to enrolment.
- c A student who has to complete 240 points for this degree and whose programme includes a thesis, research portfolio or dissertation needs, before enrolment for the thesis, research portfolio or dissertation, to obtain an average grade of at least B- in 90 points selected from the first 120 points passed in the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Science for all subjects except Forensic Science, for which courses passed will be reassigned to the Postgraduate Diploma in Forensic Science.
- d A student who has passed at least 105 points but fewer than 120 points of a 240 point degree and obtained an average grade of at least B- in 90 points may, with the approval of the relevant Head of Department, Director of School or equivalent, enrol in the thesis, research portfolio or dissertation, but must have completed 120 points for the coursework component of the degree within 12 months of initial enrolment in the thesis, research portfolio or dissertation. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Science for all subjects except Forensic Science, for which courses passed will be reassigned to the Postgraduate Diploma in Forensic Science.
- e The thesis, research portfolio or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

## Reassignment

- 8 A student who does not meet the requirements of this degree may apply to reassign courses passed for the Master of Science to the Postgraduate Diploma in Science for all subjects except Forensic Science, for which courses passed will be reassigned to the Postgraduate Diploma in Forensic Science.

## Variations

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

## 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 2010. The 2006 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 Geology

**Prerequisite:** A BSc(Hons) or PGDipSci in Applied Geology

**Requirement:**

**Research Masters**

- 120 points: GEOLOGY 795 MSc Thesis in Applied Geology

#### 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 BIOINF 761, or an equivalent qualification as approved by the Programme Director

**Requirement:**

**Research Masters**

- 120 points: BIOINF 796 MSc Thesis in Bioinformatics

**Taught Masters**

- 120 points from BIOINF 701–704, BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 732, 761, 783, 784, or related 700 level courses as approved by the Programme Director

#### Biological Sciences

**Prerequisite:** A BSc(Hons) in Biological Sciences, or a PGDipSci in Biological Sciences including BIOSCI 761, or an equivalent qualification as approved by the Director

**Requirement:**

**Research Masters**

- 120 points: BIOSCI 796 MSc Thesis in Biological Sciences

## Biomedical Science

**Prerequisite:** A BSc(Hons) in Biomedical Science, or a PGDipSci in Biomedical Science, or an equivalent qualification as approved by the Board of Studies (Biomedical Science)

**Requirement:**

**Research Masters**

- 120 points: BIOMED 796 MSc Thesis in Biomedical Science

## Biosecurity 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

## Cardiac Rehabilitation

*The Master of Science in Cardiac Rehabilitation was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

## 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**

- 90 points: SPORTSCI 782, 783
- 30 points: SPORTSCI 787 Dissertation

## Computer Science

**Prerequisite:** A BSc(Hons) or PGDipSci in Computer Science

**Requirement:**

**Research Masters**

- 120 points: COMPSCI 796 MSc Thesis in Computer Science

## Environmental Management

**Prerequisite:** A PGDipSci in Environmental Management

**Requirement:**

**Research Masters**

- 120 points: ENVMG 796 MSc Thesis in Environmental Management

## Environmental Science

**Prerequisite:** A PGDipSci in Environmental Science or equivalent including ENVSCI 701

**Requirement:**

**Research Masters**

- 120 points: ENVSCI 796 MSc Thesis in Environmental Science

## Exercise Rehabilitation

*The Master of Science in Exercise Rehabilitation was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

## 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

## Geology

**Prerequisite:** A BSc(Hons) or PGDipSci in Geology

**Requirement:**

**Research Masters**

- 120 points: GEOLOGY 796 MSc Thesis in Geology

## Geophysics

**Prerequisite:** A BSc(Hons) or PGDipSci in Geophysics

**Requirement:**

**Research Masters**

- 120 points: GEOPHYS 796 MSc Thesis in Geophysics

## Health Psychology

*The Master of Science in Health Psychology was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

## Logic and Computation

**Prerequisite:** A BSc(Hons) or PGDipSci in Logic and Computation

**Requirement:**

**Research Masters**

- 120 points: LOGICCOMP 796 Thesis

## Marine Science

**Prerequisite:** A PGDipSci in Marine Science or equivalent

**Requirement:**

**Research Masters**

- 120 points: MARINE 796 MSc Thesis in Marine Science

## Mathematics

**Prerequisite:** A BSc(Hons) or PGDipSci in Mathematics

**Requirement:**

**Research Masters**

- 120 points: MATHS 796 Thesis in Mathematics
- or
- 90 points: MATHS 798 Research Portfolio in Mathematics
- 30 points from MATHS 701–789, 792–797 or approved 700 level courses in related subjects with the approval of the Head of Department

## Medical Statistics

**Prerequisite:** A BSc(Hons) or PGDipSci in Statistics or Medical Statistics and STATS 210

**Requirement:**

**Taught Masters**

- 30 points: STATS 790 Masters Dissertation 1
- 45 points: STATS 732, 761, 780
- at least 15 points from BIOINF 704, POPLHLTH 702, 707–709, 711, STATS 701–787
- 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 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

## Polymers and Coatings Science

*The Master of Science in Polymers and Coatings Science was withdrawn in 2011.*

## Psychology

**Prerequisite:** A BSc(Hons) or PGDipSci in Psychology and PSYCH 306, or equivalent as approved by the Head of Department

**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

## Sport and Exercise Science

**Prerequisite:** A BSc(Hons) or PGDipSci in Sport and Exercise Science or a PGDipSci in Clinical Exercise Physiology

**Requirement:**

**Research Masters**

- 120 points: SPORTSCI 796 MSc Thesis in Sport and Exercise Science

## Statistics

**Prerequisite:** A BSc(Hons) or PGDipSci in Statistics and STATS 210 or 225

**Requirement:**

**Research Masters**

- 90 points: STATS 798 Masters Thesis in Statistics
- 30 points, subject to approval by the Head of Department, from 600 or 700 level courses in Statistics or related subjects

**Taught Masters**

- 30 points: STATS 790 Masters Dissertation 1
- 15 points: STATS 732
- at least 45 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711
- up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

## Wine Science

**Prerequisite:** A 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 Geology

**Prerequisite:** A major in Geology

**Requirement:**

**Research Masters**

- 15 points: ENVSCI 701

and

- at least 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 714, 754, 771, GEOPHYS 761–763

and

- at least 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule

and

- up to 15 points from 700 level courses as approved by the Programme Coordinator

and

- 120 points: GEOLOGY 795 MSc Thesis in Applied Geology

## Applied Mathematics

**Prerequisite:** A major in Applied Mathematics, or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- at least 60 points from MATHS 761, 762, 763, 764, 769, 770, PHYSICS 701, 707

- up to 60 points from approved 700 level courses in Mathematics or related subjects with approval of the Head of Department
- 120 points: MATHS 795 MSc Thesis in Applied Mathematics

## Bioinformatics

**Prerequisite:** A BSc with a major in Biological Sciences and COMPSCI 220, or equivalent as approved by the Programme Director

**Requirement:**

**Research Masters**

- 75 points: BIOINF 701, 702, 703, 704, 761
- 45 points from BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 732, 761, 783, 784, or related 700 level courses, from at least two departments as approved by the Programme Director
- 120 points: BIOINF 796 MSc Thesis in Bioinformatics

## Biological Sciences

**Prerequisite:** A major in Biological Sciences, or equivalent as approved by the Director

**Requirement:**

**Research Masters**

- 15 points: BIOSCI 761
- at least 75 points from BIOINF 701, BIOSCI 724–741, 749–761
- up to 30 points from approved 700 level courses in a related subject
- 120 points: BIOSCI 796 MSc Thesis in Biological Sciences

## Biomedical Science

**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, 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, ENVMTG 743, 746, ENVSCI 716, 737
- up to 30 points from approved 700 level courses in the Faculty of Science
- 120 points: BIOSEC 796 Thesis in Biosecurity 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 Department
- 120 points: CHEM 796 MSc Thesis in Chemistry

## Clinical Exercise Physiology

**Prerequisite:** A BSc in Sport and Exercise Science or equivalent approved programme

**Taught Masters**

**Requirement:**

- 90 points: SPORTSCI 703, 705, 710, 712, 781
- 30 points from approved 700 level courses in the Faculty of Science or the Faculty of Medical and Health Sciences
- 90 points: SPORTSCI 782, 783
- 30 points: SPORTSCI 787 Dissertation

## Computer Science

**Prerequisite:** A major in Computer Science

**Requirement:**

**Research Masters**

- at least 90 points from COMPSCI 701–780, 790
- up to 30 points from 700 level courses in a related subject with approval of the Head of Department
- 120 points: COMPSCI 796 MSc Thesis in Computer Science

## Environmental Management

**Prerequisite:** An approved BSc, BE, BA, BPlan, BCom or equivalent degree

**Requirement:**

**Research Masters**

- 15 points: ENVSCI 701
- and*
- at least 60 points from ENVMTG 741–747
- and*
- up to 45 points from 700 level courses as approved by the Programme Coordinator
- and*
- 120 points: ENVMTG 796 MSc Thesis in Environmental Management

## Environmental Science

**Prerequisite:** An approved BSc, or other equivalent degree

**Requirement:**

**Research Masters**

- 30 points: ENVSCI 701, 711
- and*
- at least 60 points from ENVSCI 702–704, 713–738, GEOG 745–749, 771, ENVMTG 742, 744, GEOLOGY 705, MARINE 703
- and*
- up to 30 points from 700 level courses as approved by the Programme Coordinator
- and*
- 120 points: ENVSCI 796 MSc Thesis in Environmental Science

## Food Science

**Prerequisite:** A major in Food Science, or in Biological Sciences, or in Chemistry, or in other relevant areas as approved by the Programme Coordinator

**Requirement:**

**Research Masters**

- 60 points from FOODSCI 703, 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**

- 115 points from FORENSIC 701–704, 706, 707
- 15 points from 700 level courses as approved by the Programme Director
- 120 points: FORENSIC 796 MSc Thesis in Forensic Science

## Geography

**Prerequisite:** A major in Geography with 45 points at Stage III Geography

**Requirement:**

**Research Masters**

- 15 points: ENVSCI 701
- and*
- at least 75 points from GEOG 711–779, ENVMTG 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
- and*
- up to 30 additional points from other 700 level courses in a related subject as approved by the Programme Coordinator
- and*
- 120 points: GEOG 796 Masters Thesis in Geography

## Geology

**Prerequisite:** A major in Geology

**Requirement:**

**Research Masters**

- 15 points: ENVSCI 701
- and*
- at least 60 points from GEOLOGY 701–772, GEOPHYS 761–763
- and*
- up to 45 points from 700 level courses as approved by the Programme Coordinator
- and*
- 120 points: GEOLOGY 796 MSc Thesis in Geology



## Geophysics

**Prerequisite:** A BSc with at least 45 points from GEOLOGY 361, GEOPHYS 330–333

**Requirement:**

**Research Masters**

- 15 points from PHYSICS 731, 732
- 105 points from 700 level courses in Applied Mathematics, Geology, Geophysics, Physics or other Science subjects, as approved by the Programme Coordinator
- 120 points: GEOPHYS 796 MSc Thesis in Geophysics

## Health Psychology

*The Master of Science in Health Psychology was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

## 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, ENVSCI 704, 714, ENVMTG 746, GEOG 746, 748, GEOLOGY 721, MARINE 702, 703, PHYSICS 731, 732, STATS 767, 775, or other courses approved by the Programme Coordinator
- 120 points: MARINE 796 MSc Thesis in Marine Science

## Mathematics

**Prerequisite:** A major in Mathematics, including (either MATHS 320 or 328) and MATHS 332, or an equivalent

*Note: Mathematics Education students may substitute MATHS 302 for one of these courses*

**Requirement:**

**Research Masters**

- at least 75 points in 700 level Mathematics courses
- up to 45 points from approved 700 level courses in Mathematics or related subjects, with the approval of the Head of Department
- 120 points: MATHS 796 Thesis in Mathematics
- *or*
- 90 points: MATHS 798 Research Portfolio in Mathematics
- 30 points from MATHS 701–789, 792–797 or 700 level courses in related subjects as approved by the Head of Department

## Medical Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department

**Requirement:**

**Taught Masters**

- 90 points: STATS 732, 761, 770, 773, 780, POPLHLTH 708
- 15 points from STATS 779, 782 or equivalent
- at least 75 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711

- up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department
- 30 points: STATS 790 Masters Dissertation 1

## Optometry

**Prerequisite:** A BOptom, or an equivalent qualification approved by the Head of Department

**Requirement:**

**Research Masters**

*either*

- 120 points from OPTOM 711–787

*or*

- at least 90 points from OPTOM 711–787 and up to 30 points from 700 level courses in a related subject as approved by the Head of Department

- 120 points: OPTOM 796 MSc Thesis in Optometry

## Pharmacology

**Prerequisite:** A BSc including at least 45 points from MEDSCI 303–307

**Requirement:**

**Research Masters**

- at least 60 points from MEDSCI 701 or 702, 715–724
- up to 60 points from other 700 level courses as approved by the Head of Department
- 120 points: PHARMCOL 796 MSc Thesis in Pharmacology

## Physics

**Prerequisite:** A major in Physics, or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- 75 points from PHYSICS 701–788

*and either*

- 45 additional points from PHYSICS 701–788, MATHS 761–763, GEOPHYS 761–780

*or*

- at least 15 additional points from PHYSICS 701–788, MATHS 761–763, GEOPHYS 761–780

*and*

- up to a 30 points from approved 700 level courses in related subjects as approved by the Head of Department

- 120 points: PHYSICS 796 MSc Thesis in Physics

## Physiology

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

**Requirement:**

**Research Masters**

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

## Psychology

**Prerequisite:** A major in Psychology and PSYCH 306, or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- 120 points from PSYCH 701–762

*or*

- 105 points from PSYCH 701–762

- 15 points, subject to approval by the Head of Department, from approved 700 level courses in related subjects

- 120 points: PSYCH 796 Thesis in Psychology

## Speech Science

**Prerequisite:** A BSc, or other qualification as approved by the Chair of the Board of Studies

**Requirement:**

**Research Masters**

- 60 points from SPCHSCI 711–713, 721, 722, 731–733, 743, 751, 752
- 60 points from other approved 700 level courses in Audiology, Computer Science, Engineering, Linguistics, Psychology, Physiology, Speech Science
- 120 points: SPCHSCI 796 MSc Thesis in Speech Science

## Sport and Exercise Science

**Prerequisite:** A major in Sport and Exercise Science, or equivalent

**Requirement:**

**Research Masters**

- 15 points: SPORTSCI 705
- at least 75 points from SPORTSCI 702–704, 706–714
- up to 30 points from other 700 level courses as approved by the Head of Department
- 120 points: SPORTSCI 796 MSc Thesis in Sport and Exercise Science

## Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department

**Requirement:**

**Research Masters**

- 90 points: STATS 798 Masters Thesis in Statistics
- 15 points: STATS 732

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

**Taught Masters**

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

## Wine Science

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

**Requirement:**

**Research Masters**

- at least 75 points from WINESCI 701–708
- up to 45 points from approved 700 level courses in Biological Sciences, Chemical and Materials Engineering, Chemistry, Food Science or Geography as approved by the Programme Director
- 120 points: WINESCI 796 MSc Thesis in Wine Science

# 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
  - 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.
- 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.
- 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

- 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.
- 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.

- A student may not enrol for Part II until Part I has been completed, unless special approval is given by the Dean of Science or representative.



- b A student who has previously passed courses from another programme that are substantially similar to any one of the courses required under Regulation 6 above may, with the approval of the Dean of Science or representative, be required to take alternative 700 level courses from the subject Speech Science or other approved 700 level courses.
- c Where a student is required to take additional courses as a condition of enrolment for Part I, under Regulation 2 above, those courses:
  - (i) are to be taken for Certificates of Proficiency
  - and
  - (ii) are to be passed within 12 months of initial enrolment for this degree.

### Practical and Clinical Requirements

- 8 A student is required to pass the clinical and practical requirements of the Speech Language Therapy Practice courses to the satisfaction of Senate or its representative.

### Variations

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

### Termination of Enrolment

- 10 a If the behaviour of a student in a clinical environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes, clinics and any teaching placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 10a may appeal that decision to the Council or its duly appointed delegate.

### Honours

- 11 This degree may be awarded with Honours in accordance with the General Regulations – Masters Degrees.

### Commencement

- 12 These regulations came into force on 1 January 2006. The 2002 regulations for the Degree of Master of Speech Language Therapy Practice were thereby repealed.

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### Master of Speech Language Therapy Practice (MSLTPrac) Schedule

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<b>Requirement:</b> <b>Taught Masters</b> <b>Part I:</b> 120 points: SPCHSCI 711–724 <b>Part II:</b> 120 points: SPCHSCI 733–746	
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## Graduate Diploma in Science – GradDipSci

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
    - a (i) completed the requirements for the Degree of Bachelor of Science
    - or
    - (ii) attained an equivalent level of professional practical experience as approved by Senate or its representative
    - or
    - (iii) completed the requirement for a professional qualification in Science, as approved by Senate or its representative
  - and
    - b (i) passed the prerequisites for the courses in the selected subject major for the Graduate Diploma in Science
    - or
    - (ii) attained a level of competence equivalent to the prerequisites for the courses in the selected subject major for the Graduate Diploma in Science as approved by Senate or its representative.

- 2 A student may, if Senate or its representative gives approval, enrol for this graduate diploma without having fulfilled the prerequisite requirements, provided that the relevant Head of Department, Director of School or Coordinator of the Programme may require any such student to enrol for any or all of the unfulfilled prerequisite courses in addition to the normal requirements of this programme.
- 3 A student who has not completed all the requirements for the Degree of Bachelor of Science but who has passed courses with a total value of at least 330 points for that degree, may, with the approval of the relevant Head of Department, Director of School or Coordinator of the Programme enrol for this graduate diploma. The remaining courses for the Bachelor of Science must be taken and passed within 12 months of initial enrolment for this graduate diploma. Should the requirements for the Bachelor of Science not be completed within these 12 months, enrolment for the Graduate Diploma in Science will be suspended until the requirements for the Bachelors degree are completed.

#### **Duration and Total Points Value**

- 4 A student enrolled for this graduate diploma must follow a programme equivalent of two full-time semesters and pass courses with a total value of 120 points.

#### **Structure and Content**

- 5 Of the 120 points required for this graduate diploma, a student must pass 120 points above Stage I, including at least 75 points above Stage II, selected from the Bachelor of Science, Bachelor of Science (Honours) or Master of Science Schedules, including:
  - a at least 45 points in a subject major as listed in the Bachelor of Science Schedule with the exception of Bioinformatics, Biomedical Science, Ecology, Information Systems, Logic and Computation, Medical Science and Operations Research
  - or
  - b at least 45 points from one of the following Bachelor of Science majors: Electronics and Computing, Environmental Science, Geophysics, Marine Science.
- 6 A project or dissertation of up to 30 points may be included.
- 7 The programme for each student requires the approval of the relevant Head of Department, Director of School or equivalent prior to enrolment.

#### **Dissertation / Project**

- 8
  - a A dissertation or project, when included in this programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative on the recommendation of the relevant Head of Department.
  - b The dissertation or project topic must be approved by the relevant Head of Department prior to enrolment.
  - c The dissertation or project is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

#### **Variations**

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

#### **Award of Diploma**

- 10 The graduate diploma is awarded with an endorsement in the relevant subject major.

#### **Commencement**

- 11 These regulations came into force on 1 January 2006. The 1996 regulations for the Graduate Diploma in Science were thereby repealed.

## **Postgraduate Diploma in Applied Psychology – PGDipAppPsych**

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

#### **Admission**

- 1 In order to be admitted to this programme, a student needs to have completed the requirements for a Masters Degree in Psychology.

#### **Duration and Total Points Value**

- 2 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.

- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Applied Psychology Schedule.
- 5 The programme for each student requires the approval of the Head of School of Psychology.

### Variations

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

### Distinction

- 7 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 8 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Applied Psychology were thereby repealed.

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### Postgraduate Diploma in Applied Psychology (PGDipAppPsych) Schedule

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#### Requirement:

- 60 points: PSYCH 651
  - 60 points from PSYCH 701–763
- 

## Postgraduate Diploma in Forensic Science – PGDipForensic

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- a (i) completed the requirements for the Degree of Bachelor of Science  
or  
(ii) attained an equivalent degree qualification approved by Senate or its representative  
and
  - b approval from the Programme Director.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 Of the 120 points required for this postgraduate diploma, a student must pass:
- a 105 points from courses listed in the Postgraduate Diploma in Forensic Science Schedule  
and
  - b 15 points from courses listed in the Postgraduate Diploma in Science Schedule or 700 level courses from other programmes as approved by Senate or its representative.

### Variations

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

### Distinction

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

### Commencement

- 7 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Forensic Science were thereby repealed.

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**Postgraduate Diploma in Forensic Science (PGDipForensic) Schedule**


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**Prerequisite:** A Bachelors degree in science or other relevant areas as approved by the Programme Director

**Requirement:**

- 105 points from FORENSIC 701–704, 706, 707
  - 15 points from an approved 600 or 700 level course
- 

## Postgraduate Diploma in Science – PGDipSci

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a (i) completed the requirements for the Degree of Bachelor of Science  
or  
(ii) attained an equivalent qualification approved by Senate or its representative
  - and
  - b (i) passed the prerequisites for the courses in the selected subject for the Postgraduate Diploma in Science  
or  
(ii) attained a level of competence equivalent to the prerequisites for the courses in the selected subject for Postgraduate Diploma in Science as approved by Senate or its representative.
- 2 A student may, if Senate or its representative gives approval, enrol for this postgraduate diploma without having fulfilled all the prerequisite requirements, provided that the relevant Head of Department or Director of School may require any such student to enrol for any or all of the prerequisite courses not already passed in addition to the normal requirements of this programme.
- 3 A student who has not completed the requirements of the Degree of Bachelor of Science but who has passed courses with a total value of at least 345 points towards that degree may, with the approval of the relevant Head of Department or Director of School, enrol for this postgraduate diploma. The remaining courses for the Bachelor of Science must be taken and passed within 12 months of initial enrolment for this postgraduate diploma. Should the requirements for the Bachelor of Science not be completed within these 12 months, enrolment for the Postgraduate Diploma in Science will be suspended until the requirements for the Bachelors degree are completed.

### Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
  - a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass 120 points in one of the subjects listed in the Postgraduate Diploma in Science Schedule.
- 7 A project or dissertation of up to 45 points from courses listed in the Postgraduate Diploma in Science Schedule may be included.
- 8 The programme for each student must be approved by the relevant Head of Department, Director of School or equivalent.

### Project / Dissertation

- 9
  - a A project or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative on the recommendation of the Head of Department, Director of School or equivalent.
  - b The dissertation or project topic must be approved by the relevant Head of Department or Director of School prior to enrolment.
  - c The dissertation is to be completed and submitted in accordance with the General Regulations – Postgraduate Diplomas.

## Variations

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

## Distinction

- 11 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

## Commencement

- 12 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Science were thereby repealed.

### Postgraduate Diploma in Science (PGDipSci) Schedule

#### Applied Geology

**Prerequisite:** A major in Geology

**Requirement:**

- 15 points: ENVSCI 701
- at least 45 points from GEOG 746, GEOLOGY 701, 703, 705, 713, 714, 754, 771 GEOPHYS 761–763, 780
- at least 30 points from approved courses within Part IV of the Bachelor of Engineering (Honours) Schedule or the Master of Engineering Studies Schedule
- up to 15 points from 700 level courses as approved by the Programme Coordinator

#### Applied Mathematics

**Prerequisite:** A major in Applied Mathematics, or equivalent

**Requirement:**

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

#### Bioinformatics

**Prerequisite:** A BSc with a major in Biological Sciences and COMPSCI 220, or equivalent as approved by the Programme Director

**Requirement:**

- 45 points from BIOINF 702, 703, 704
- 75 points from BIOINF 701, 761, BIOSCI 733, 737, 752, 755–758, COMPSCI 715, 720, 732, 760, 767, MATHS 764, STATS 720, 721, 730, 731, 732, 761, 783, 784, or related 700 level courses, as approved by the Programme Director

#### Biological Sciences

**Prerequisite:** A major in Biological Sciences, or equivalent as approved by the Director

**Requirement:**

- at least 90 points from BIOINF 701, BIOSCI 724–741, 749–761
- up to 30 points from 600 or 700 level courses in a related subject

#### Biomedical Science

**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, 725–739, BIOINF 701, BIOSCI 728, 729, 733, 736, 737, 738, 741, 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, ENVMG 742, 743, 746, ENVSCI 716, 734, 737
- 30 points from approved 700 level courses in the Faculty of Science

#### Cardiac Rehabilitation

*The Postgraduate Diploma in Science in Cardiac Rehabilitation was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

#### 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 Sport and Exercise Science, or equivalent qualification and SPORTSCI 302 or equivalent as approved by the Head of Department

**Requirement:**

- 90 points: SPORTSCI 703, 705, 710, 712, 781
- 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 601, 602, 691, 701–780, 790
- up to 30 points from 600 and 700 level courses in a related subject with approval of the Head of Department

#### Environmental Management

**Prerequisite:** An approved BSc, BE, BA, BPlan, BCom or equivalent degree

**Requirement:**

- 15 points: ENVSCI 701
- at least 60 points from ENVMG 741–747
- up to 45 points from 700 level courses as approved by the Programme Coordinator

#### Environmental Science

**Prerequisite:** An approved BSc, or other equivalent degree

**Requirement:**

- 30 points: ENVSCI 701, 711
- at least 60 points from ENVSCI 702–704, 713–738, GEOG 745–749, 771, ENVMG 742, 744, GEOLOGY 705
- up to 30 points from 700 level courses as approved by the Programme Coordinator



## Exercise Rehabilitation

*The Postgraduate Diploma in Science in Exercise Rehabilitation was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

## Food Science

**Prerequisite:** A major in Food Science, or in Biological Sciences, or in Chemistry, or in other relevant areas as approved by the Programme Coordinator

**Requirement:**

- 60 points from FOODSCI 703, 707, 708, CHEMMAT 757
- 60 points from approved 600 and 700 level courses

## Geographic Information Science

*The Postgraduate Diploma in Science in Geographic Information Science was suspended in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

**Prerequisite:** An approved BSc, or equivalent degree

**Requirement:**

- 15 points: ENVSCI 701
- at least 75 points from GEOG 759, 771–779, ENVSCI 704
- up to 30 points from other approved 700 level courses

## Geography

**Prerequisite:** A major in Geography with 45 points at Stage III Geography

**Requirement:**

- 15 points: ENVSCI 701
- at least 75 points from GEOG 711–779, ENVMGT 741, 743, 744, 746, ENVSCI 704, 713, 737, 738, GEOLOGY 705, 713
- up to 30 further points from other 700 level courses in a related subject as approved by the Programme Coordinator

## Geology

**Prerequisite:** A major in Geology

**Requirement:**

- 15 points: ENVSCI 701
- at least 60 points from GEOLOGY 701–772, GEOPHYS 761–763, 780
- up to 45 points from 700 level courses as approved by the Programme Coordinator

## Geophysics

**Prerequisite:** A BSc with at least 45 points from GEOLOGY 361, GEOPHYS 330–339

**Requirement:**

- 15 points from PHYSICS 731, 732
- 105 points from approved 600 or 700 level courses in Applied Mathematics, Geology, Geophysics, Physics or other Science subjects as approved by the Programme Coordinator

## Health Psychology

*The Postgraduate Diploma in Science in Health Psychology was withdrawn in 2012. Students who have a current enrolment in this subject should contact their Faculty for advice regarding completion.*

## 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, ENVSCI 704, 714, ENVMGT 746, GEOG 746, 748, GEOLOGY 721, MARINE 702, 703, PHYSICS 731, 732, STATS 767, 775, or other courses approved by the Programme Coordinator

## Mathematics

**Prerequisite:** A major in Mathematics, including (either MATHS 320 or 328) and MATHS 332, or an equivalent

*Note: Mathematics Education students may substitute MATHS 302 for one of these courses*

**Requirement:**

- at least 75 points in 700 level Mathematics courses
- up to 45 points from approved 600 or 700 level courses in Mathematics or related subjects, with the approval of the Head of Department

## Medical Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department

**Requirement:**

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

## Optometry

**Prerequisite:** A BOptom, or an equivalent qualification approved by the Head of Department

**Requirement:**

- 120 points from OPTOM 711–787
- or*
- at least 90 points from OPTOM 711–787
- up to 30 further points, subject to approval by the Head of Department, from approved 600 or 700 level courses in a related subject

## Pharmacology

**Prerequisite:** A BSc including at least 45 points from MEDSCI 303–307

**Requirement:**

- at least 60 points from MEDSCI 701 or 702, 715–723
- up to 60 points from other 600 or 700 level courses as approved by the Head of Department

## Physics

**Prerequisite:** A major in Physics, or equivalent as approved by the Head of Department

**Requirement:**

- 75 points from PHYSICS 625–681, 691, 701–787, 788
- and*
- 45 additional points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–763, GEOPHYS 761–763, 780
- or*
- at least 15 additional points from PHYSICS 625–681, 691, 701–787, 788, MATHS 761–763, GEOPHYS 761–763, 780 and up to a further 30 points, subject to the approval of the Head of Department, from approved 600 and 700 level courses in related subjects

## Physiology

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

**Requirement:**

- 30 points from MEDSCI 725, 733
- 90 additional points from MEDSCI 701–703, 717, 727–734



## Polymers and Coatings Science

*The PGDipSci in Polymers and Coatings Science was withdrawn in 2011.*

## Psychology

**Prerequisite:** A major in Psychology, or equivalent

**Requirement:**

- 120 points from PSYCH 691, 700–762
- or
- 105 points from PSYCH 691, 700–762
- 15 points, subject to approval by the Head of Department, from approved 600 or 700 level courses in related subjects

## Speech Science

**Prerequisite:** A BSc, or other qualification as approved by the Chair of the Board of Studies

**Requirement:**

- 60 points from SPCHSCI 711–713, 721–723, 731–733, 735, 736, 743, 751–754
- 60 points from other approved 600 or 700 level courses in Audiology, Computer Science, Engineering, Linguistics, Physiology, Psychology, Speech Science

## Sport and Exercise Science

**Prerequisite:** A major in Sport and Exercise Science, or equivalent as approved by the Head of Department

**Requirement:**

- 15 points: SPORTSCI 705
- at least 45 points from approved SPORTSCI 700 level courses

- up to 60 points from other approved 600 or 700 level courses in Sport and Exercise Science, Biological Sciences, Engineering, Food Science, Nutrition, Physiology, Psychology, Statistics

## Statistics

**Prerequisite:** A major in Statistics, or equivalent as approved by the Head of Department

**Requirement:**

- 15 points from STATS 779, 782 or equivalent
- at least 75 points from STATS 701–787, BIOINF 704, POPLHLTH 702, 707–709, 711
- up to 30 points from 700 level courses in Statistics or related subjects, as approved by the Head of Department

## 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

## Certificate in Science – CertSci

*New admissions into the Certificate in Science were suspended in 2011.*

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

### Duration and Total Points Value

- 1 A student enrolled for this certificate must follow a programme equivalent to two semesters and pass Stage I courses to a total value of 120 points.
- 2 This qualification must be completed within four semesters of initial enrolment.

### Structure and Content

- 3 Of the 120 points required for this certificate a student must pass:
  - a at least 45 points from the Core Courses listed in the schedule for the Certificate in Science
  - and
  - b up to 75 points from the Elective Courses listed in the schedule for the Certificate in Science.

### Credit

- 4 All courses passed for this certificate may be credited to the Bachelor of Science.

### Variations

- 5 In exceptional circumstances Senate or its representatives may approve a personal course of study which does not conform to these regulations.

### Commencement

- 6 These regulations came into force on 1 January 2007.

### Certificate in Science (CertSci) Schedule

#### Core Courses

- 15 points: SCIGEN 101
- at least 30 points from CHEM 150, COMPSCI 111, GEOG 101 or 102, GEOLOGY 104, MATHS 102, PHYSICS 102, PSYCH 108 or 109, STATS 101

#### Elective Courses

- up to 75 points from Stage I courses from the Schedule for the Bachelor of Science in the following subjects: Chemistry, Computer Science, Geography, Geology, Mathematics, Physics, Psychology, Statistics

## The Degree of Doctor of Clinical Psychology – DClinPsy

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

### Preamble

- 1 a Candidates for the Degree of Doctor of Clinical Psychology are required to pursue an approved programme of advanced study, research and clinical practice as enrolled students of the University.
- b It is expected that this programme will normally be completed within three years of full-time candidature.
- c The Degree of Doctor of Clinical Psychology is awarded for a formal and systematic exposition of a coherent programme of advanced research work and supervised practice, carried out over the period of registration for the degree, which in the opinion of the examiners and the Board of Graduate Studies satisfies all of the following criteria:
  - (i) that the research thesis is an original contribution to knowledge, and is of direct relevance to the field of clinical psychology
  - and
  - (ii) that the research components of the degree (thesis and clinical research projects) meet internationally recognised standards for such work
  - and
  - (iii) that the candidate has demonstrated both the knowledge of the relevant literature, in both research and clinical practice, and the ability to exercise analytical and professional judgement.
- d All research is to be conducted in accordance with The University of Auckland Guidelines for the Conduct of Research.
- e Doctor of Clinical Psychology theses may not exceed 60,000 words or 150 pages in total without the permission of the Board of Graduate Studies.

### Eligibility

- 2 Candidates for the Degree of Doctor of Clinical Psychology are required to have:
  - a (i) completed the requirements for the award of a Bachelors Honours Postgraduate Degree in Psychology with at least B+ average at The University of Auckland
  - or
  - (ii) completed the requirements for the award of a Masters Degree in Psychology with at least a B+ average at The University of Auckland
  - or
  - (iii) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to one of the prerequisite qualifications specified in Clauses a(i) and a(ii) of this regulation
- and
- b passed PSYCH 708, 718, 723, 788 or their equivalents with a B+ average or better
- and
- c demonstrated to a Selection Panel the ability and personal qualities necessary to pursue a doctoral level research-oriented clinical programme in the field of psychology.
- d Every candidate for the Degree of Doctor of Clinical Psychology must have applied for admission and been admitted to The University of Auckland.

### Duration and Total Points Value

- 3 a A student for this degree must follow a three-part programme consisting of three full-time years, and pass an approved programme with a total value of 360 points.
- b Candidates must pass each part and must normally complete the requirements for this degree within three years from the date of registration, unless permitted to do otherwise by the Board of Graduate Studies under Regulation 8.

### Registration

- 4 a The Board of Graduate Studies, on the recommendation of the Head of Psychology, is to determine whether the student may be registered and the date of registration.
- b Conditions of registration will be determined according to Regulation 1 of the General Regulations for Named Doctorates.

## Structure and Content

- 5 a Of the 360 points required for this degree, a student must pass Parts I, II and III as listed in the Doctor of Clinical Psychology Schedule.

*Note that PSYCH 897 and 899 are awarded only on completion of the whole course.*

- b A student who fails any course or part of a course of the programme may be required to repeat that part or course or to sit a special examination before proceeding into the next part of the programme. A student who fails any part of the programme may be declined permission to enrol again in that part of the programme or, under Regulation 4e of the General Regulations for Named Doctorates, be declined permission to enrol in the programme as a whole.

## Reviews of Progress

- 6 During the programme, reviews of progress and continuation of registration will be made in each year according to Regulation 2 of the General Regulations for Named Doctorates.

## Enrolment and Fees

- 7 Enrolment and fees will be determined according to Regulation 3 of the General Regulations for Named Doctorates, except that Clause 3c applies only to the thesis component of the Doctor of Clinical Psychology.

## Changes to the Conditions of Registration

- 8 Changes to supervision, extensions of time, and suspension or termination of registration will be made according to Regulation 4 of the General Regulations for Named Doctorates.

## Submission

- 9 a All candidates are initially required to submit three copies of the thesis to the Graduate Centre. The thesis should have a temporary binding and a statement to examiners as specified in the *Guide to Theses and Dissertations*.
- b All candidates are also required to submit with the thesis three copies of the Portfolio of Clinical Research.
- c One month prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.
- d The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate's own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma.
- e The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

## Examination

- 10 a The examination process will follow that of Regulation 9 of the Statute for the Degree of Doctor of Philosophy 2011 except that:
- (i) examiners will be requested to examine the thesis according to the criteria of Clause 1(c) of these regulations, and to provide an assessment of the grades assigned to the Portfolio of Clinical Research
  - (ii) the Board of Graduate Studies will appoint one DClinPsy Adviser who will take the part of the Head of Department nominee, as described in the Statute for the Degree of Doctor of Philosophy 2011, for all Doctor of Clinical Psychology examinations, except where that person is a research supervisor of the student concerned in which case a different staff member will be appointed DClinPsy Adviser
  - (iii) candidates may be asked to make specified minor corrections to or resubmit all or part of the Portfolio of Clinical Research.
- b In the event that a candidate is asked to resubmit all or part of the Portfolio of Clinical Research the same process of examination will be followed for the resubmitted work.

## Variations

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

## Appeals

- 12 Appeals regarding the examination process or decisions of the Board of Graduate Studies must be made according to Regulation 5 of the General Regulations for Named Doctorates.

### Dispute Resolution Procedures

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

### Transitional Arrangements

- 14 a These regulations came into force on 1 January 2009. The 2006 regulations for the Degree of Doctor of Clinical Psychology were thereby repealed.
- b For candidates initially registered under earlier regulations for this degree the Board of Graduate Studies may agree to vary the application of the provisions of this statute to ensure consistency with the provisions of the statute under which the candidate was enrolled where it is satisfied that the candidate would otherwise be at a disadvantage.

### Doctor of Clinical Psychology (DClinPsy) Schedule

<b>Requirement:</b> <b>Part I</b> <ul style="list-style-type: none"> <li>• 30 points: PSYCH 801 Scientist-practitioner Model 1</li> <li>• 15 points: PSYCH 897 Portfolio of Clinical Research Part 1</li> <li>• 75 points: PSYCH 899 Thesis Part 1</li> </ul> <b>Part II</b> <ul style="list-style-type: none"> <li>• 30 points: PSYCH 802 Scientist-practitioner Model 2</li> </ul>	<ul style="list-style-type: none"> <li>• 30 points: PSYCH 897 Portfolio of Clinical Research Part 2</li> <li>• 60 points: PSYCH 899 Thesis Part 2</li> </ul> <b>Part III</b> <ul style="list-style-type: none"> <li>• 60 points: PSYCH 803 Internship</li> <li>• 45 points: PSYCH 897 Portfolio of Clinical Research Part 3</li> <li>• 15 points: PSYCH 899 Thesis Part 3</li> </ul>
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### Postgraduate Diploma in Clinical Psychology – PGDipClinPsy

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

#### Admission

- 1 In order to be admitted to this programme, a student must have completed the requirements for:  
*either*
- a a Masters Degree in Psychology  
*or*
- b an Honours Degree in Psychology and passed, or have been credited with a pass in one of PSYCH 708, 709, 718, 747 or their equivalents  
*or*
- c a Doctor of Philosophy in Psychology.
- 2 Admission to the programme for this postgraduate diploma is at the discretion of Senate or its representative, on the recommendation of the Head of School of Psychology.

#### Duration and Total Points Value

- 3 a A student enrolled for this postgraduate diploma who has completed the requirement for a Masters Degree in Psychology which included a thesis, or a Doctor of Philosophy degree in Psychology, must follow a programme of the equivalent of four consecutive full-time semesters and pass courses with a total value of 240 points.
- b Any other student enrolled for this postgraduate diploma must follow a programme of the equivalent of six consecutive full-time semesters and pass courses with a total value of 360 points.

#### Structure and Content

- 4 a A student who has completed the requirements for a Doctor of Philosophy in Psychology or a Masters Degree in Psychology which included a thesis must follow a programme of 240 points as listed in Option 1 in the Postgraduate Diploma in Clinical Psychology Schedule.
- b Any other student enrolled for this postgraduate diploma must follow a programme of 360 points as listed in Option 2 in the Postgraduate Diploma in Clinical Psychology Schedule.
- c A student who has not previously passed, or been credited with a pass in PSYCH 709, or PSYCH 718 and 747, will be required to take PSYCH 718 and 747 or their equivalents before taking Part III.
- d A student enrolled for this postgraduate diploma has to carry out satisfactorily such practical or clinical work as the Head of 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.

**Variations**

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

**Commencement**

- 6 These regulations came into force on 1 January 2006. The 1996 regulations for the Postgraduate Diploma in Clinical Psychology were thereby repealed.

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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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## Regulations – Interfaculty Degrees and Diplomas

- 317 The Degree of Bachelor of Technology – BTech
- 319 The Degree of Master of Bioscience Enterprise – MBioEnt
- 320 The Degree of Master of Educational Management – MEdMgt
- 320 The Degree of Master of Energy – MEnergy
- 321 The Degree of Master of Engineering Management – MEMgt
- 321 The Degree of Master of Health Management – MHealthMgt
- 322 The Degree of Master of Operations Research – MOR
- 323 The Degree of Master of Philosophy – MPhil
- 324 The Degree of Master of Professional Studies – MProfStuds
- 326 The Degree of Master of Science in Health Psychology – MSc
- 326 Postgraduate Diploma in Bioscience Enterprise – PGDipBioEnt
- 327 Postgraduate Diploma in Operations Research – PGDipOR
- 328 Postgraduate Certificate in Academic Practice – PGCertAcadPrac
- 328 Certificate in Academic Preparation – CertAcadPrep
- 329 The University of Auckland Tertiary Foundation Certificate – TertFoundCert



# REGULATIONS – INTERFACULTY DEGREES AND DIPLOMAS

## The Degree of Bachelor of Technology – BTech

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

### Duration and Total Points Value

- 1 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

### Structure and Content

- 2 Of the 480 points required for this degree, a student must pass:
  - a at least 450 points in one of the specialisations listed in the Bachelor of Technology Schedule 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.
- 3 A student must pass consecutively each of Parts I, II, III and IV for one of the specialisations listed in the Bachelor of Technology Schedule.
- 4 A student who has failed to pass any Part in its entirety may, at the discretion of the Convener of the Bachelor of Technology Board of Studies, be allowed to enrol for the course or courses needed to complete that Part together with a course or courses towards the next Part.
- 5
  - a For each specialisation, a student must choose complementary courses as indicated in the Bachelor of Technology Schedule.
  - b Each student's choice of complementary courses must be approved by the Bachelor of Technology Board of Studies.

### General Education Exemptions

- 6
  - a A student is exempted from the requirement to pass courses offered in the General Education 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 available for this degree.
  - c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:
    - (i) 15 points from courses offered in the General Education Schedules
    - and
    - (ii) a further 15 points from courses available for this degree.

### Practical Requirements

- 7
  - a A student enrolled in any course that includes both laboratory work and written work must pass both in order to pass the course as a whole.
  - b A student who passes the laboratory work but fails the written work may, with the permission of the relevant Head of Department, have the result for the laboratory work carried forward when the failed course is retaken.

### Reassignment to Bachelor of Science

- 8 A student who does not complete the specialisations for Biotechnology, Industrial Mathematics, Information Technology, Materials or Optoelectronics in the Bachelor of Technology degree may reassign to the Degree of Bachelor of Science any courses passed for Parts I and II. Courses passed for Parts III and IV may be reassigned only with the approval of the Dean of Faculty of Science.

### Variations

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

## Honours

- 10 a This degree may be awarded with Honours where a student's overall grade is sufficiently high. There are two classes of Honours: First Class Honours and Second Class Honours. Second Class Honours are awarded in either First Division or Second Division.
- b In order to be considered for the award of Honours a student must complete the requirements for this degree:
- either*
- (i) within eight semesters
- or*
- (ii) within a shorter period determined by the Convener of the Bachelor of Technology Board of Studies if the student has been granted credit on admission
- or*
- (iii) in exceptional circumstances approved by the Convener of the Bachelor of Technology Board of Studies, within not more than 10 semesters.

## Commencement

- 11 These regulations came into force on 1 January 2006. The 2004 regulations for the Degree of Bachelor of Technology were thereby repealed.

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## Bachelor of Technology (BTech) Schedule

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### Specialisations available:

#### Biotechnology

##### Part I

- 120 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160, SCIGEN 201, STATS 101 or 108

##### Part II

- 105 points: BIOSCI 201–205, 209, BUSINESS 309
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part III

- 60 points: BIOSCI 350, 351, INNOVENT 302, 303
- 15 points from BIOSCI 347, 348, 352
- 15 points from BIOSCI 354, MEDSCI 314
- 15 points from BIOSCI 340, 353
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part IV

- 75 points: BIOSCI 741, BTECH 430, 432
- 30 points from BIOSCI 752, 755, 756, 758
- 15 points from complementary courses

#### Information Technology

##### Part I

- 30 points: COMPSCI 101, 105
- 30 points from MATHS 108–162
- 30 points from PHYSICS 120–160
- 15 points from STATS 101–108
- SCIGEN 201 or 15 points from courses offered at this University

##### Part II

- 105 points from MATHS 208, COMPSCI 210–280, INFOSYS 220, 222, BUSINESS 309
- 15 points from COMPSCI 215, INFOSYS 322

##### Part III

- 45 points: COMPSCI 314, 335, INNOVENT 302 or 303
- 60 points from Stage III Computer Science, INFOSYS 339, 341
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part IV

- 45 points: BTECH 451
- 15 points at 700 level Computer Science
- 30 points at 700 level Computer Science or Information Systems
- 15 points from 300 or 700 level Computer Science, INFOSYS 339, 341
- 15 points from courses listed in the General Education Schedules approved for this degree

#### Materials

*The BTech in Materials was withdrawn in 2011.*

#### Medical Physics and Imaging Technology

##### Part I

- 90 points: BIOSCI 101, 106, 107, CHEM 110, MEDSCI 142, PHYSICS 160
- 15 points from courses offered at this University
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part II

- 90 points: MEDSCI 205, 206, PHYSICS 130, 240, 280, ENGGEN 131
- 15 points from MATHS 108, 150
- 15 points from MATHS 208, 250

##### Part III

- 75 points: BIOMENG 241, MEDSCI 309, PHYSICS 231, 261, 340
- 15 points from ENGSCI 211, PHYSICS 211
- 15 points from ENGSCI 314, 343, BIOMENG 321, MEDSCI 308–312, 316, 317
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part IV

- 75 points: MEDSCI 703, 737, PHYSICS 326, 390, 780
- 45 points: BTECH 491

#### Optoelectronics

##### Part I

- 75 points: CHEM 120, ENGGEN 131, PHYSICS 120, 130, 150
- 15 points from MATHS 108, 150
- 15 points from MATHS 208, 250
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part II

- 105 points: COMPSYS 202, ELECTENG 210, PHYSICS 211, 231, 240, 251, 261
- 15 points from courses listed in the General Education Schedules approved for this degree

##### Part III

- 90 points: ELECTENG 209, 303, 307, PHYSICS 326, 340, 390
- 15 points from COMPSYS 302, INFOSYS 224
- 15 points from ELECTENG 305, PHYSICS 325

##### Part IV

- 105 points: BTECH 471, ELECTENG 732, PHYSICS 726, 727, SCIGEN 201
  - 15 points from ELECTENG 726, PHYSICS 325, 350
-

## The Degree of Master of Bioscience Enterprise – MBioEnt

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - a completed the requirements for  
*either*
    - (i) the Postgraduate Diploma in Bioscience Enterprise
    - or*
    - (ii) any other equivalent qualification approved by Senate or its representative
  - and*
  - b attained a B+ average in at least 90 points taken for the Postgraduate Diploma in Bioscience Enterprise
  - and*
  - c approval from the Director of School, or equivalent.
- 2 A student who has not completed all the requirements of the Postgraduate Diploma in Bioscience Enterprise but who has:
  - a passed 105 points towards the Postgraduate Diploma in Bioscience Enterprise
  - and*
  - b met all other entry and prerequisite requirementsmay, with the approval of the Director of School or equivalent, enrol for this degree. The requirements for the Postgraduate Diploma in Bioscience Enterprise must be completed within 12 months of initial enrolment for the Master of Bioscience Enterprise. Should these requirements not be completed within these 12 months, enrolment for the Master of Bioscience Enterprise will be suspended until they have been completed.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
  - a pass courses with a total value of 120 points
  - and*
  - b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

- 5 Of the 120 points required for this degree, a student must pass:  
**Research Masters**  
90 point Thesis and 30 points from courses listed in the Research Masters option in the Master of Bioscience Enterprise Schedule.
- 6 The programme for each student must be approved by the Director of School or equivalent before enrolment for this degree.

### Thesis / Dissertation

- 7
  - a A thesis or dissertation, when included in the programme, is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis or dissertation topic must be approved by the Programme Coordinator prior to enrolment.
  - c The thesis or dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 10 These regulations came into force on 1 January 2006.

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### Master of Bioscience Enterprise (MBioEnt) Schedule

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**Prerequisite:** Postgraduate Diploma in Bioscience Enterprise

**Research Masters**

**Requirement:**

- 90 points: SCIENT 794 Thesis
  - 30 points: SCIENT 720–722
- 

## The Degree of Master of Educational Management – MEdMgt

*The Degree of Master of Educational Management was withdrawn in 2009. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

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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:
  - either
  - a completed the requirements for the Degree of Bachelor of Engineering or Degree of Bachelor of Engineering (Honours), with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or
  - b completed the requirements for the Degree of Bachelor of Science (Honours) with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or
  - c completed the requirements for the Degree of Bachelor of Science and the requirements for the Postgraduate Diploma in Science, both with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or
  - d completed the requirements for the Degree of Bachelor of Commerce (Honours) with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or
  - e completed the requirements for the Degree of Bachelor of Commerce and the requirements for the Postgraduate Diploma in Commerce, both with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
  - or
  - f completed the requirements for an approved Bachelors degree relevant to the study of Energy with a B average or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification and completed three years of relevant work experience
  - or
  - g completed the requirements for an equivalent four year study programme to an equivalent standard as approved by the Dean of Faculty of Engineering.
- 2 In exceptional circumstances Senate or its representative may approve admission of a student who has not met the above requirement, but who has attained an equivalent qualification or professional experience in the engineering, geotechnical, or business professions.

### Duration and Total Points Value

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

### Structure and Content

- 4 Of the 120 points required for this programme a student must pass either
  - a **Research Masters**
    - (i) a 90 point Thesis
    - (ii) 30 points from courses listed in the Research Masters option in the Master of Energy Schedule
  - or
  - b **Taught Masters**

120 points from courses listed in the Taught Masters option in the Master of Energy Schedule.

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

### Research Thesis

- 6 a The thesis is to be carried out under the supervision of a supervisor appointed by Senate or its representative.
- b The thesis topic must be approved by the appropriate Academic Head prior to enrolment.
- c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 8 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 9 These regulations came into force on 1 January 2011.

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### Master of Energy (MEnergy) Schedule

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#### Research Masters

##### Requirement:

- 30 points: ENERGY 721, 722
- 90 points: ENERGY 787

#### Taught Masters

##### Requirement:

- 30 points: ENERGY 721, 722
  - 45 points: ENERGY 785 or 786
  - up to 45 points from courses listed in the Master of Engineering Studies Schedule
  - up to 45 points from GEOTHERM 601, 602, 603 and 620
  - up to 45 points of approved 600 and 700 level courses, other than projects and theses, offered at this University
- 

## The Degree of Master of Engineering Management – MEMgt

*For detailed regulations refer to the Faculty of Engineering section of this Calendar.*

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## The Degree of Master of Health Management – MHealthMgt

*New admissions into the Degree of Master of Health Management were suspended in 2012. Students who are enrolled 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 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for any degree or diploma of a university which has been approved by Senate or its representative
- and
- b completed the requirements of the Postgraduate Diploma in Business in Health Management or the Postgraduate Diploma in Health Sciences in Health Informatics, or their equivalents, as approved by Senate or its representative, with an average grade of B or higher
- and
- c at least three years of practical experience in the health sector.
- 2 Admission to this degree is at the discretion of Senate or its representative.

### Duration and Total Points Value

- 3 A student enrolled for this degree must:
- a pass courses with a total value of 120 points
- and
- b complete within the time limit specified in the General Regulations – Masters Degrees.
- 4 The total enrolment for this degree must not exceed 160 points.

### Structure and Content

#### 5 Taught Masters

A student enrolled for this degree must pass courses with a total value of 120 points from one of the options listed in the Master of Health Management Schedule.

- 6 A student enrolled for this degree who has already passed any course the same as, or similar to, those required under Regulation 5, must substitute an alternative course as approved by the Director, Master of Health Management.
- 7 The programme for each student is to be decided in consultation with the Director, Master of Health Management and requires the approval of the Dean of Faculty of Business and Economics and the Dean of Faculty of Medical and Health Sciences prior to enrolment.

### Dissertation

- 8
  - a The dissertation is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The dissertation topic must be approved by the Director, Master of Health Management prior to enrolment.
  - c The dissertation is to embody the results obtained by the student in an investigation into an area of Health Management.
  - d The dissertation is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Honours

- 9 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Variations

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

### Commencement

- 11 These regulations came into force on 1 January 2006. The 2000 regulations for the Degree of Master of Health Management were thereby repealed.

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### Master of Health Management (MHealthMgt) Schedule

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#### Taught Masters

##### Requirement:

For students who have completed a Postgraduate Diploma in Business in Health Management, or its equivalent

##### Option 1

- 60 points from POPLHLTH 702 or 705, MANAGEMENT 724, 725, HLTHINFO 723, 728, POPLHLTH 718, 729, 754, INFOSYS 740 or other approved 700 level courses in the Postgraduate Diploma in Business Schedule
- 60 points: HLTHMGT 791 Dissertation

#### Requirement:

For students who have completed a Postgraduate Diploma in Health Sciences in Health Informatics, or its equivalent

##### Option 2

- 60 points from POPLHLTH 702 or 705, INFOSYS 734, MANAGEMENT 724, 725, HLTHINFO 723, 728, POPLHLTH 718, 729, 754
  - 60 points: HLTHMGT 791 Dissertation
- 

## The Degree of Master of Operations Research – MOR

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
  - either
    - a (i) completed the requirements for the Degree of Bachelor of Arts (Honours), Bachelor of Commerce (Honours), Bachelor of Engineering, Bachelor of Engineering (Honours) or Bachelor of Science (Honours)
  - and
    - (ii) passed the prerequisite courses:
      - either
      - ENGSCI 760 and 761
      - or
      - ENGSCI 460 and either ENGSCI 450 or 451
  - and
    - (iii) achieved grades deemed satisfactory by the Dean of Faculty of Engineering
- or
- b completed the requirements for a Postgraduate Diploma in Operations Research at a level deemed satisfactory by the Dean of Faculty of Engineering
- or



- c (i) completed the requirements for an equivalent degree as approved by Senate or its representative  
and
- (ii) demonstrated competency in the English language to the satisfaction of the Dean of Faculty of Engineering.

### Duration and Total Points Value

- 2 A student enrolled for this degree must:
  - a pass a thesis with a total value of 120 points
  - and
  - b complete within the time limit specified in the General Regulations – Masters Degrees.

### Structure and Content

- 3 **Research Masters**  
A student enrolled for this degree must pass 120 points in ENGEN 798 Master of Operations Research Thesis.

### Thesis

- 4
  - a The thesis is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
  - b The thesis topic must be approved by the relevant Head of Department or Programme Coordinator prior to enrolment.
  - c The thesis is to be completed and submitted in accordance with the General Regulations – Masters Degrees.

### Variations

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

### Honours

- 6 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

### Commencement

- 7 These regulations came into force on 1 January 2006. The 1997 regulations for the Degree of Master of Operations Research were thereby repealed.

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## The Degree of Master of Philosophy – MPhil

*Subject to CUAP Approval*

*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 approval from the Dean of Graduate Studies and have:
  - a been enrolled in a Doctor of Philosophy or Doctor of Medicine for at least 12 months or completed the research requirements for a Doctor of Education
  - and
  - b been recommended for admission by their Head of Department and Faculty Dean or nominee.

### Duration and Total Points Value

- 2 A student admitted to this degree must:
  - a enrol in and pass the 120 point MPhil course in the appropriate subject
  - 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.

### Thesis

- 3 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

- 4 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

- 5 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.
- 6 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

- 7 The thesis for this degree is not graded and this degree may not be awarded with Honours.

### 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 2013.

## 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 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 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 **Research Masters**  
A student enrolled in the Mathematics Education specialisation must pass 120 points from courses listed in Mathematics Education in the Master of Professional Studies Schedule.
- 5 **Taught Masters**  
A student enrolled in all specialisations except Mathematics Education must pass 120 points in one of the subjects listed in the Master of Professional Studies Schedule.
- 6 The programme for students enrolling in the International Relations and Human Rights, Language

Teaching, and Translation specialisations requires the approval of the relevant Heads of Department and the Dean of Faculty of Arts. The programme for students enrolling in the Education specialisation requires the approval of the Dean of Faculty of Education. 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 specialisation 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.

### 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 2012. The 2006 Regulations for the Degree of Master of Professional Studies were thereby repealed.

## Master of Professional Studies (MProfStuds) Schedule

### Data Science

#### Requirement:

##### Taught Masters

- at least 30 points from COMPSCI 751, 752, 753, 760
- at least 30 points from STATS 762, 782, 784
- up to 30 points from courses relevant to the area of study from SCIENT 701, 702, COMPSCI 705, 711, 720, 732, 734, INFOSYS 720, 722, 726, 727, 737, 740, OPSMGT 760, 762, 764, STATS 779, 783
- 30 points: COMPSCI 791 Dissertation

### Education

#### Requirement:

##### Taught Masters

- 30 points from EDUC 774, 787, EDPRAC 751, EDPROFST 750, 756, 757, 769, 788
- 60 points from EDPROFST 793 Dissertation, EDCURRIC 797 Dissertation, EDPROFM 797 Dissertation
- 30 points from courses relevant to the area of study from EDUC 702–764, 774, 787, 791, EDCURRIC 703, 704, 708, 710, 711, 713–715, 717, 718, 724, 728, 729, 750, 760, 763, 791, EDPRAC 751, 752, EDPROFST 700–708, 710, 711, 714–757, 760–779, 782–788, EDPROFM 700, 701, 702, or other 700 level courses in another subject relevant to the area of study

*The approval of the Heads of all Departments in which a student applies to enrol is required.*

### Food Safety

#### Requirement:

##### Taught Masters

- 60 points: FOODSCI 711–714
- 45 points: FOODSCI 797
- 15 points from FOODSCI 715–717, or other courses as approved by the Programme Director

### International Relations and Human Rights

#### Requirement:

##### Taught Masters

- 45 points: POLITICS 750, 755
- 75 points from DEVELOP 709, 710, ECON 741, 742, 747, 771, 772, EDUC 715, INTBUS 706, LAWCOMM 762, LAWENVIR 710, 711, LAWGENRL 702, LAWPUBL 726, 732, 736, 743, PHIL 767, POLITICS 703, 705, 724, 737, 743, 746, 751, 754, 763, 768, SOCIOL 713

*Note: If POLITICS 750 has been passed prior to enrolment for this degree another course may be substituted for it with the approval of the Programme Coordinator*

### Language Teaching

*The MProfStuds in Language Teaching was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

### Mathematics Education

#### Requirement:

##### Research Masters

- 90 points: MATHS 792, 797
- 15 points from EDPROFST 787, 788
- 15 points from MATHS 701–770, STATS 701–787, ENGSCI 701–772

### Translation

*Note: 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**

- 30 points from TRANSLAT 702, 703
- 30 points: TRANSLAT 714
- 30 points from TRANSLAT 705–729, CHINESE 725, COMPLIT 703, 705, FRENCH 707, 708, 720, 777, 778, GERMAN 740, 741, 777, 778, GREEK 714, 715, ITALIAN 702, 777, 778, KOREAN 705, LATIN 714, 715, MĀORI

712, RUSSIAN 732, SPANISH 723, 777, 778

- 30 points: TRANSLAT 790, ASIAN 790, FRENCH 790, GERMAN 780, ITALIAN 780, PACIFIC 785, RUSSIAN 790

*Note: 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*

## The Degree of Master of Science in Health Psychology – MSc

*The Master of Science in Health Psychology was withdrawn in 2012. Students who are enrolled in this qualification should contact their Faculty for advice regarding completion.*

## 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

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

- 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

- A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Bioscience Enterprise Schedule.

- 7 The programme for each student must be approved by the Director of School or equivalent.

### Variations

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

### Distinction

- 9 This postgraduate diploma may be awarded with Distinction or Merit in accordance with the General Regulations – Postgraduate Diplomas.

### Commencement

- 10 These regulations came into force on 1 January 2006.

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### Postgraduate Diploma in Bioscience Enterprise (PGDipBioEnt) Schedule

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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
- 

## Postgraduate Diploma in Operations Research – PGDipOR

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

### Admission

- 1 In order to be admitted to this programme, a student needs to have:
- a completed the requirements for any Bachelors degree  
and
    - (i) passed at least 75 points with an average grade of B or higher at Stage III or above in subjects approved by Senate or its representative
    - and
    - (ii) passed STATS 320 and ENGSCI 391 or equivalent courses with an average grade of B– or higher
  - or
  - b attained an equivalent level of practical experience in the operations research profession as approved by Senate or its representative.

### Duration and Total Points Value

- 2 A student enrolled for this postgraduate diploma must:
- a pass courses with a total value of 120 points  
and
  - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 3 The total enrolment for this postgraduate diploma must not exceed 160 points.

### Structure and Content

- 4 A student enrolled for this postgraduate diploma must pass 120 points from courses listed in the Postgraduate Diploma in Operations Research Schedule.
- 5 The programme for each student must be approved by the Board of Studies for Operations Research or its representative prior to enrolment.

### Variations

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

### Distinction

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

### Commencement

- 8 These regulations came into force on 1 January 2006.

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**Postgraduate Diploma in Operations Research (PGDipOR) Schedule**


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**Requirement:**

- at least 75 points from ENGSCI 760–763, 765, 766, 768, 769, STATS 723, 724, 726, 783
  - up to 45 points from 700 level courses approved by the Head of Department
- 

**Postgraduate Certificate in Academic Practice – PGCertAcadPrac**

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

**Admission**

- 1 In order to be admitted to this programme, a student needs to:
  - a have completed the requirements for any degree approved by Senate or its representative *and*
  - b be currently employed in the tertiary education sector and have significant teaching responsibilities and/or roles in supporting student learning.

**Duration and Total Points Value**

- 2 A student enrolled for this postgraduate certificate must:
  - a pass courses with a total value of 60 points *and*
  - b complete within the time limit specified in the General Regulations – Postgraduate Certificates.
- 3 The total enrolment for this postgraduate certificate must not exceed 80 points.

**Structure and Content**

- 4 A student enrolled in this postgraduate certificate must pass 60 points from the courses listed in the Postgraduate Certificate in Academic Practice Schedule.

**Variations**

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

**Commencement**

- 6 These regulations came into force on 1 January 2006.
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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
- 

**Certificate in Academic Preparation – CertAcadPrep**

*Subject to CUAP Approval*

*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 be completing Year 13 at a New Zealand secondary school or its equivalent in the calendar year that the application for entry is made *and*
  - c have the approval of Senate or its representative.

**Duration and Total Points Value**

- 2 A student enrolled in this certificate must follow a programme of the equivalent of two full-time semesters and pass courses with a total value of 75 points.
- 3 The total enrolment for this certificate must not exceed 120 points.

**Structure and Content**

- 4 A student enrolled for this certificate must pass courses with a total value of 75 points from one of the options listed in the Certificate in Academic Preparation Schedule.



- 5 Courses must be selected in consultation with the Coordinator of the Certificate.
- 6
  - a 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:
    - (i) the student has achieved an average grade of C+ in the courses taken for this Certificate *and*
    - (ii) achieved a grade of not less than D for the course in question.
  - b The subsequent examination must be undertaken within two weeks of the notification of results to students.
  - c A student may re-sit in a subsequent examination a maximum of 15 points towards completion of the Certificate.
- 7 In order to continue to Part II, a student needs to achieve a GPA of at least 4 in Part I.

### 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 2013.

### Certificate in Academic Preparation (CertAcadPrep) Schedule

<b>Requirement:</b> <b>Option 1</b> <b>Social Sciences and Humanities</b> <b>Part I</b> <ul style="list-style-type: none"> <li>• 15 points: ENGLISH 91P</li> <li>• 15 points from ARTSGEN 92P, HISTORY 91P</li> </ul> <b>Part II</b> <ul style="list-style-type: none"> <li>• 15 points: MATHS 91P</li> <li>• 30 points from ANTHRO 100, ENGWRIT 101, FTVMS 100, HISTORY 107, MAORI 130, PACIFIC 100, PHIL 105, POLITICS 107, SOCIOL 101</li> </ul> <b>Option 2</b> <b>Biological Sciences</b> <b>Part I</b> <ul style="list-style-type: none"> <li>• 30 points: BIOSCI 91P, MATHS 93P</li> </ul>	<b>Part II</b> <ul style="list-style-type: none"> <li>• 30 points: BIOSCI 92P, STATS 101</li> <li>• 15 points: SCIGEN 101 or other Stage I Science course approved by Senate or its representative</li> </ul> <b>Option 3</b> <b>Physical, Informational, and Computational Sciences</b> <b>Part I</b> <ul style="list-style-type: none"> <li>• 30 points: ENGLISH 91P, MATHS 93P</li> </ul> <b>Part II</b> <ul style="list-style-type: none"> <li>• 15 points: STATS 101</li> <li>• 15 points from BIOSCI 91P, CHEM 91P, GEOG 91P, PHYSICS 91P</li> <li>• 15 points from CHEM 150, COMPSCI 111, ENVSCI 101, MATHS 108, PHYSICS 102, SCIGEN 101</li> </ul> <i>Note: Students enrolled in this programme cannot concurrently study a preparatory course and a Stage I course in the same subject.</i>
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## The University of Auckland Tertiary Foundation Certificate – TertFoundCert

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

### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a be a New Zealand citizen or permanent resident of New Zealand *and*
  - b
    - (i) have completed Year 12 at a New Zealand secondary school or its equivalent at least one calendar year prior to applying for entry
    - or*
    - (ii) in special circumstances be eligible for Special Admission to the University*and*
  - c completed a satisfactory interview with the Coordinator of the Certificate.

### Duration and Total Points Value

- 2 A student enrolled in the certificate must follow a programme of the equivalent of two full-time semesters and pass courses to the value of 120 points. In exceptional circumstances part-time enrolment may be approved.

### Structure and Content

- 3 Of the 120 points required for this certificate, a student must pass:
  - a at least 30 points, and up to 45 points, from the Core Courses listed in the Tertiary Foundation Certificate Schedule *and*
  - b up to 90 points from the Optional Courses listed in the Tertiary Foundation Certificate Schedule.
- 4 Courses must be selected in consultation with the Coordinator of the Certificate.

- 5 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.
- 6 The subsequent examination must be undertaken within two weeks of the notification of results to students.
- 7 A student may re-sit a maximum of 15 points towards completion of the Tertiary Foundation Certificate.

### Variations

- 8 In exceptional circumstances students who have a university entrance qualification may be permitted to include one Stage I course in Semester Two, with the approval of the Coordinator of the Certificate.
- 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 University of Auckland Tertiary Foundation Certificate were thereby repealed.

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### Tertiary Foundation Certificate (TertFoundCert) Schedule

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#### Requirement:

##### Core Courses

- at least 15 points from MATHS 91F, 92F, 93F  
*and either*
- at least 15 points from ENGLISH 91F, 92F  
*or*
- 30 points: ACADENG 91F, 92F

#### Optional Courses

- up to 30 points from BIOSCI 91F, CHEM 91F, GEOG 91F, HISTORY 91F, PHYSICS 91F  
*and*
  - up to 60 points from ARTSGEN 92F, BIOSCI 92F, CHEM 92F, ENGLISH 92F, GEOG 92F, HISTORY 92F, MATHS 92F, 94F, PHYSICS 92F
-

## Regulations – Conjoint Degrees

332 Conjoint Degrees

### Schedule of Requirements for Conjoint Degrees Combinations

333	Bachelor of Arts/Bachelor of Commerce – BA/BCom
334	Bachelor of Arts/Bachelor of Engineering (Honours) – BA/BE(Hons)
334	Bachelor of Arts/Bachelor of Fine Arts – BA/BFA
334	Bachelor of Arts/Bachelor of Fine Arts (Honours) – BA/BFA(Hons)
335	Bachelor of Arts/Bachelor of Health Sciences – BA/BHSc
335	Bachelor of Arts/Bachelor of Music – BA/BMus
336	Bachelor of Arts/Bachelor of Science – BA/BSc
336	Bachelor of Arts/Bachelor of Theology – BA/BTheol
336	Bachelor of Arts/Bachelor of Laws – BA/LLB
336	Bachelor of Arts/Bachelor of Laws (Honours) – BA/LLB(Hons)
337	Bachelor of Commerce/Bachelor of Engineering (Honours) – BCom/BE(Hons)
337	Bachelor of Commerce/Bachelor of Health Sciences – BCom/BHSc
338	Bachelor of Commerce/Bachelor of Music – BCom/BMus
338	Bachelor of Commerce/Bachelor of Property – BCom/BProp
339	Bachelor of Commerce/Bachelor of Science – BCom/BSc
339	Bachelor of Commerce/Bachelor of Laws – BCom/LLB
340	Bachelor of Commerce/Bachelor of Laws (Honours) – BCom/LLB(Hons)
340	Bachelor of Engineering (Honours)/Bachelor of Property – BE(Hons)/BProp
340	Bachelor of Engineering (Honours)/Bachelor of Science – BE(Hons)/BSc
341	Bachelor of Engineering (Honours)/Bachelor of Laws – BE(Hons)/LLB
341	Bachelor of Engineering (Honours)/Bachelor of Laws (Honours) – BE(Hons)/LLB(Hons)
341	Bachelor of Health Sciences/Bachelor of Nursing – BHSc/BNurs
342	Bachelor of Health Sciences/Bachelor of Science – BHSc/BSc
342	Bachelor of Health Sciences/Bachelor of Laws – BHSc/LLB
342	Bachelor of Health Sciences/Bachelor of Laws (Honours) – BHSc/LLB(Hons)
343	Bachelor of Music/Bachelor of Science – BMus/BSc
343	Bachelor of Nursing/Bachelor of Science – BNurs/BSc
344	Bachelor of Property/Bachelor of Science – BProp/BSc
344	Bachelor of Property/Bachelor of Laws – BProp/LLB
344	Bachelor of Property/Bachelor of Laws (Honours) – BProp/LLB(Hons)
344	Bachelor of Science/Bachelor of Theology – BSc/BTheol
345	Bachelor of Science/Bachelor of Laws – BSc/LLB
345	Bachelor of Science/Bachelor of Laws (Honours) – BSc/LLB(Hons)

## REGULATIONS – CONJOINT DEGREES

### Conjoint Degrees

*The regulations for these conjoint degrees combinations are to be read in conjunction with all other relevant statutes and regulations including the Academic Statutes and Regulations.*

#### General Provisions

- 1 A student whose academic record is of a sufficiently high standard may, with the permission of Senate or its representative, be admitted to conjoint enrolment in any of the following combinations of degrees:
 

BA/BCom	BE(Hons)/BProp
BA/BE(Hons)	BE(Hons)/BSc
BA/BFA	BE(Hons)/LLB
BA/BFA(Hons)	BE(Hons)/LLB(Hons)
BA/BHSc	BHSc/BNurs
BA/BMus	BHSc/BSc
BA/BSc	BHSc/LLB
BA/BTheol	BHSc/LLB(Hons)
BA/LLB	BMus/BSc
BA/LLB(Hons)	BNurs/BSc
BCom/BE(Hons)	BProp/BSc
BCom/BHSc	BProp/LLB
BCom/BMus	BProp/LLB(Hons)
BCom/BProp	BSc/BTheol
BCom/BSc	BSc/LLB
BCom/LLB	BSc/LLB(Hons)
BCom/LLB(Hons)	
- 2 Except as otherwise specified in these regulations, each student's programme is to be governed by the regulations for each of the component degrees.
- 3 Only when all the requirements for both component degrees have been satisfied may the two degrees be conferred upon the student.

#### Admission

- 4 Admission to a conjoint degrees combination may be at initial enrolment, or after the student has passed or been credited with not more than 270 points for either component degree, but the student must not have graduated in either of the component degrees.
- 5
  - a A student for a conjoint degrees combination must gain admission to each of the component degrees
  - and*
  - b achieve a standard equivalent to a Grade Point Equivalent (GPE) of at least 3.9, 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) which requires a GPA of 4.0 each year.

#### Approval

- 7 As a condition of approval, Senate or its representative may require that a student include in a conjoint programme:
  - a a specified major subject or specialisation
  - b specified elective courses.

#### Duration and Total Points Requirements

- 8 The duration of a conjoint degrees combination is determined by the sum of the points required for each of the component degrees as set out in the Schedule of Requirements in these regulations.

#### General Education

- 9
  - a A student is exempted from the requirement to pass a course offered in the General Education Schedule who has:
 

*either*

- (i) completed an undergraduate degree at a tertiary institution  
or
- (ii) commenced study for this degree at a tertiary institution before 1 January 2006
- b A student who has been admitted to either component degree of a conjoint degree combination with credit from another tertiary institution of 120 points or more is exempted from the General Education requirement for 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.

### Suspension

- 10 A student may in any year totally suspend study for both component degrees of a conjoint degrees combination.

### Additional Component Degrees/Diplomas

- 11 a If a student has satisfied the requirements of one (but not both) of the component degrees and would be eligible to have that degree conferred, the relevant Dean may approve the suspension of enrolment for the conjoint degree to allow the student to enrol for a relevant honours or Masters degree or diploma. In that case the total number of points passed must satisfy the regulations specified for that programme.
- b With the approval of the relevant Deans, a student who suspends conjoint study to pursue a graduate programme may complete the conjoint degrees combination provided they have not graduated with the completed component degree in the meantime.

### Graduation

- 12 A student must graduate in all components of the conjoint degrees combination in one or more ceremonies in the same graduation period.

*Note: Graduation in one component of the conjoint degrees combination constitutes a discontinuation of the conjoint degrees.*

### Variations

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

### Commencement

- 14 These regulations came into force on 1 January 2006. The 2004 regulations for the Conjoint Degrees were thereby repealed.

## Schedule of Requirements for Conjoint Degrees Combinations

*The following are the specific requirements for conjoint degrees combinations:*

### Bachelor of Arts/Bachelor of Commerce – BA/BCom

- 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and
    - (ii) at least 150 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, COMLAW 101, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
    - and
    - (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 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
  - 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 Engineering (Honours) – BA/BE(Hons)**

- 1 Of the 675 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 405 points required for the BE(Hons) component, including:
    - (i) Part I: 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
    - (ii) 15 points: ENGGEN 204
    - (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department

*Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.*

- and
- c 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.

### **Bachelor of Arts/Bachelor of Fine Arts – 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and
    - (ii) at least 150 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 201–204, 206
    - (iii) Part III: 90 points: FINEARTS 302–305, 307
    - (iv) Part IV: 120 points: FINEARTS 408, 409
  - and
  - c 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
  - and
  - d a further 15 points from courses available for any programme at this University.

### **Bachelor of Arts/Bachelor of Fine Arts (Honours) – 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and
    - (ii) at least 150 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 201–204, 206
    - (iii) Part III: 90 points: FINEARTS 302–305, 307
    - (iv) Part IV: 120 points: FINEARTS 790
  - and



- c 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
- and
- d a further 15 points from courses available for any programme at this University.

### **Bachelor of Arts/Bachelor of Health Sciences – 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points required for the BHSc component, including:
    - (i) 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
      - (a) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
      - (b) 15 points from MAORIHTH 301, POPLHLTH 312, 313
      - (c) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 342, 352
      - (d) 30 points from POPLHLTH 301–304, 311, SOCSCIPH 300
      - (e) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
    - and
    - c 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
    - and
    - d a further 15 points from courses available for any programme at this University.

### **Bachelor of Arts/Bachelor of Music – 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 255 points required for the BMus component, including:
    - (i) 255 points from courses listed in the Bachelor of Music Schedule including in one of the following major subjects or major options:
      - (a) Classical Performance: MUS 101, 102, 120–122, 140, 201, 202, 220, 221, 223, 320–322
      - (b) Composition:
        - (i) Option One (Instrumental/Vocal): MUS 101, 102, 110, 111, 140, 201, 202, 210, 211, 214, 310, 311, 312, 314, 340
        - (ii) Option Two (Sonic Arts): MUS 101, 102, 110, 111, 140, 201, 202, 215–217, 312, 315–317, 340
      - (c) Jazz Performance: MUS 170–175, 270–275, 370–372, 375, 376
      - (d) Musicology:
        - (i) Option One (Musicology): MUS 101, 102, 140, 201, 202, 240, 241, 341, 340 or 342
        - (ii) Option Two (Music Education): MUS 101, 102, 140, 160, 201, 202, 240, 241, 260, 261, 360, 361
      - (e) Popular Music: MUS 180–185, 219, 280–284, 380–383, 388 or 389
    - and
    - (ii) at least 150 points above Stage I, including at least 75 points above Stage II
    - and
    - c 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
    - 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 – 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and*
    - (ii) at least 150 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) 255 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
      - and*
      - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - and*
    - c 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
    - and*
    - d a further 15 points from courses available for any programme at this University.

**Bachelor of Arts/Bachelor of Theology – BA/BTheol**

- 1 Of the 540 points required for the BA/BTheol conjoint degrees combination, a student must pass:
  - a 255 points from courses listed in the Bachelor of Arts Schedule, including:
    - (a) the requirements for one or more majors as specified in the Bachelor of Arts Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and*
    - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and*
  - b 255 points required for the BTheol component, including:
    - (i) 105 points: THEOLOGY 100, 103, 104, 107, one Stage II BSTHEO, one Stage II CHTHEO, one Stage II PTHEO course
    - (ii) the requirements for one or more majors as specified in the Bachelor of Theology Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - (iii) at least 150 points above Stage I, including at least 75 points above Stage II
  - and*
  - c 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
  - and*
  - d a further 15 points from courses available for any programme at this University.

**Bachelor of Arts/Bachelor of Laws – BA/LLB**

- 1 Of the 660 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
    - and*
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and*
  - b 390 points required for the LLB component, including:
    - (i) 30 points: LAW 121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
  - and*
  - c 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.

**Bachelor of Arts/Bachelor of Laws (Honours) – BA/LLB(Hons)**

- 1 Of the 720 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 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
- and
- (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
- and
- b 450 points required for the LLB(Hons), including:
  - (i) 30 points: LAW121G, 131
  - (ii) 120 points: LLB Part II
  - (iii) 120 points: LLB Part III
  - (iv) 120 points: LLB Part IV
  - (v) 20 points from LAWHONS 701–779
  - (vi) 40 points: LAWHONS 789 Dissertation
- and
- c 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

### **Bachelor of Commerce/Bachelor of Engineering (Honours) – BCom/BE(Hons)**

- 1 Of the 675 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) 90 points: ACCTG 101, BUSINESS 101, 102, COMLAW 101, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
  - and
  - (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 405 points required for the BE(Hons) component, including:
    - (i) Part I: 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
    - (ii) 15 points: ENGGEN 204
    - (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department

*Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.*
  - and
  - c 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.
- 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 Commerce/Bachelor of Health Sciences – 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, COMLAW 101, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
  - and
  - (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 BHSc component, including:
    - (i) 255 points from courses listed in the Bachelor of Health Sciences Schedule, including:
      - (a) 135 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142
      - (b) 15 points from MAORIHTh 301, POPLHLTH 312, 313
      - (c) a further 30 points from MAORIHTh 301, POPLHLTH 305–307, 312–314, EDUC 342, 352, GEOG 305, HISTORY 367
      - (d) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPH 300, SOCIOL 333

- (e) a further 45 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
  - and*
  - c 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
  - 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 – 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, COMLAW 101, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
    - and*
    - (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, including:
    - (i) 255 points from courses listed in the Bachelor of Music Schedule including one of the following major subjects or major options:
      - (a) Classical Performance: MUS 101, 102, 120–122, 140, 201, 202, 220, 221, 223, 320–322
      - (b) Composition:
        - (i) Option One (Instrumental/Vocal): MUS 101, 102, 110, 111, 140, 201, 202, 210, 211, 214, 310, 311, 312, 314, 340
        - (ii) Option Two (Sonic Arts): MUS 101, 102, 110, 111, 140, 201, 202, 215–217, 312, 315–317, 340
      - (c) Jazz Performance: MUS 170–175, 270–275, 370–372, 375, 376
      - (d) Musicology:
        - (i) Option One (Musicology): MUS 101, 102, 140, 201, 202, 240, 241, 341, 340 or 342
        - (ii) Option Two (Music Education): MUS 101, 102, 140, 160, 201, 202, 240, 241, 260, 261, 360, 361
      - (e) Popular Music: MUS 180–185, 219, 280–284, 380–383, 388 or 389
    - and*
    - (ii) at least 150 points above Stage I, including at least 75 points above Stage II
  - and*
  - c 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
  - 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 – 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, COMLAW 101, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
    - and*
    - (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
    - and*

- (ii) 120 points from PROPERTY 211–281
  - and
  - (iii) 90 points from PROPERTY 311–384
  - and
  - (iv) 30 points from PROPERTY 311–384 or any other courses listed in the BCom Schedule
  - and
  - c 15 points from courses offered in the General Education Schedule approved for this conjoint degrees combination
  - 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 – 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, COMLAW 101, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
  - and
  - (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 BSc component, including:
    - (i) 255 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
    - and
    - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - c 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
  - 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 Laws – BCom/LLB**

- 1 Of the 660 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, INFOSYS 110, STATS 108
    - (b) 15 points: ECON 101 or 111 or 191
  - and
  - (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 390 points required for the LLB component, including:
    - (i) 30 points: LAW121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
  - and
  - c 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.
- 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) – BCom/LLB(Hons)**

- 1 Of the 720 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, INFOSYS 110, STATS 108
      - (b) 15 points: ECON 101 or 111 or 191

and

    - (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 450 points required for the LLB(Hons) component, including:
    - (i) 30 points: LAW121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
    - (v) 20 points from LAWHONS 701–779
    - (vi) 40 points LAWHONS 789 Dissertation

and

  - c 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.
- 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 Engineering (Honours)/Bachelor of Property – BE(Hons)/BProp**

- 1 Of the 675 points required for the BE(Hons)/BProp conjoint degrees combination, a student must pass:
  - a 405 points required for the BE(Hons) component, including:
    - (i) Part I: – 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
    - (ii) 15 points: ENGGEN 204
    - (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department

*Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.*

and

  - b 255 points required for the BProp component, including:
    - (i) 165 points: PROPERTY 102, 211, 221, 231, 241, 251, 261, 271, 281, ECON 191, COMLAW 101

and

  - (ii) at least 90 points from PROPERTY 311–384

and

- c 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.

**Bachelor of Engineering (Honours)/Bachelor of Science – BE(Hons)/BSc**

- 1 Of the 675 points required for the BE(Hons)/BSc conjoint degrees combination, a student must pass:
  - a 405 points required for the BE(Hons) component, including:
    - (i) Part I – 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
    - (ii) 15 points: ENGGEN 204
    - (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department

*Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.*

and

  - b 255 points required for the BSc component, including:



- (i) 255 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
  - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
  - and
  - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
- and
- c 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.

### **Bachelor of Engineering (Honours)/Bachelor of Laws – BE(Hons)/LLB**

- 1 Of the 795 points required for the BE(Hons)/LLB conjoint degrees combination, a student must pass:
  - a 405 points required for the BE(Hons) component, including:
    - (i) Part I: – 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
    - (ii) 15 points: ENGGEN 204
    - (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department

*Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.*
  - and
  - b 390 points required for the LLB component, including:
    - (i) 30 points: LAW 121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV.

### **Bachelor of Engineering (Honours)/Bachelor of Laws (Honours) – BE(Hons)/LLB(Hons)**

- 1 Of the 855 points required for the BE(Hons)/LLB(Hons) conjoint degrees combination, a student must pass:
  - a 405 points required for the BE(Hons) component, including:
    - (i) Part I: – 90 points: CHEMMAT 121, ELECTENG 101, ENGGEN 115, 131, 140, 150, 199
    - (ii) 15 points: ENGGEN 204
    - (iii) 195 points from other courses listed for Parts II and III for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department.
    - (iv) 105 points (including ENGGEN 403) from Part IV for the specialisation in the Bachelor of Engineering (Honours) Schedule as approved by the relevant Head of Department

*Note: Students who have passed all courses and completed all other requirements for a BE(Hons) but whose performance in the courses is deemed by the Dean of Engineering to be not of Honours standard will be awarded the degree of Bachelor of Engineering.*
  - and
  - b 450 points required for the LLB(Hons) component, including:
    - (i) 30 points: LAW121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
    - (v) 20 points from LAWHONS 701–779
    - (vi) 40 points: LAWHONS 789 Dissertation.

### **Bachelor of Health Sciences/Bachelor of Nursing – BHSc/BNurs**

- 1 Of the 570 points required for the BHSc/BNurs conjoint degrees combination a student must pass:
  - a 270 points from courses listed in the Bachelor of Health Sciences Schedule, including:
    - (i) 165 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, BIOSCI 107, CHEM 110
    - (ii) 15 points from MAORHITH 301, POPLHLTH 312, 313
    - (iii) a further 30 points from MAORHITH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
    - (iv) 30 points from POPLHLTH 301–304, 311, SOCSCIPH 300, SOCIOL 333
    - (v) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
  - and
  - b 270 points required for the BNurs component: NURSING 105, 201, 202, 301, 302
  - and

- c 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
- and
- d a further 15 points from courses available for any programme at this University.

### **Bachelor of Health Sciences/Bachelor of Science – 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) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
    - (ii) 15 points from MAORIHTH 301, POPLHLTH 312, 313
    - (iii) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
    - (iv) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPH 300, SOCIOL 333
    - (v) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
  - and
  - b 255 points required for the BSc component, including:
    - (i) 255 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
      - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - c 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
  - and
  - d a further 15 points from courses available for any programme at this University.

### **Bachelor of Health Sciences/Bachelor of Laws – BHSc/LLB**

- 1 Of the 660 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) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
    - (ii) 15 points from MAORIHTH 301, POPLHLTH 312, 313
    - (iii) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
    - (iv) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCSCIPH 300, SOCIOL 333
    - (v) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
  - and
  - b 390 points required for the LLB component, including:
    - (i) 30 points: LAW 121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
  - and
  - c 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.

### **Bachelor of Health Sciences/Bachelor of Laws (Honours) – BHSc/LLB(Hons)**

- 1 Of the 720 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) 150 points: POPLHLTH 101, 102, 111, 202, 204, 210, 211, HLTHPSYC 122, MEDSCI 142, STATS 101
    - (ii) 15 points from MAORIHTH 301, POPLHLTH 312, 313
    - (iii) a further 30 points from MAORIHTH 301, POPLHLTH 305–307, 312–314, EDUC 352, 342, GEOG 305, HISTORY 367
    - (iv) 30 points from POPLHLTH 301–304, 311, ANTHRO 324, SOCIOL 333, SOCSCIPH 300
    - (v) a further 30 points from POPLHLTH 203, 206–208, 212–214, SOCSCIPH 200, POPLHLTH 301–315
  - and
  - b Of the 450 points required for the LLB(Hons) component, including:
    - (i) 30 points: LAW121G, 131

- (ii) 120 points: LLB Part II
  - (iii) 120 points: LLB Part III
  - (iv) 120 points: LLB Part IV
  - (v) 20 points from LAWHONS 701–779
  - (vi) 40 points: LAWHONS 789 Dissertation
- and
- c 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.

### **Bachelor of Music/Bachelor of Science – 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 major subjects or major options:
    - (i) Classical Performance: MUS 101, 102, 120–122, 140, 201, 202, 220, 221, 223, 320–322
    - (ii) Composition:
      - (a) Option One (Instrumental/Vocal): MUS 101, 102, 110, 111, 140, 201, 202, 210, 211, 214, 310, 311, 312, 314, 340
      - (b) Option Two (Sonic Arts): MUS 101, 102, 110, 111, 140, 201, 202, 215–217, 312, 315–317, 340
    - (iii) Jazz Performance: MUS 170–175, 270–275, 370–372, 375, 376
    - (iv) Musicology:
      - (a) Option One (Musicology): MUS 101, 102, 140, 201, 202, 240, 241, 341, 340 or 342
      - (b) Option Two (Music Education): MUS 101, 102, 140, 160, 201, 202, 240, 241, 260, 261, 360, 361
    - (v) Popular Music: MUS 180–185, 219, 280–284, 380–383, 388 or 389
  - and
  - b at least 150 points above Stage I, including at least 75 points above Stage II
  - and
  - c 255 points required for the BSc component, including:
    - (i) 255 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
    - and
    - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - d 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
  - and
  - e a further 15 points from courses available for any programme at this University.

### **Bachelor of Nursing/Bachelor of Science – 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) 15 points: POPLHLTH 111
    - and
    - (ii) 30 points: NURSING 105
    - and
    - (iii) 120 points: NURSING 201, 202
    - and
    - (iv) 120 points: NURSING 301, 302
  - and
  - b 255 points required for the BSc component, including:
    - (i) 60 points: BIOSCI 107, CHEM 110, MEDSCI 142, PSYCH 108
    - and
    - (ii) at least 195 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
    - and
    - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - c 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

and

d a further 15 points from courses available for any programme at this University.

### **Bachelor of Property/Bachelor of Science – 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 191, COMLAW 101
    - and
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - b 255 points required for the BSc component, including:
    - (i) STATS 108
    - and
    - (ii) at least 240 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (a) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
      - and
      - (b) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - c 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
  - and
  - d a further 15 points from courses available for any programme at this University.

### **Bachelor of Property/Bachelor of Laws – BProp/LLB**

- 1 Of the 660 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 191, STATS 108
    - and
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - b Of the 390 points required for the LLB component, including:
    - (i) 30 points: LAW 121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
  - and
  - c 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.

### **Bachelor of Property/Bachelor of Laws (Honours) – BProp/LLB(Hons)**

- 1 Of the 720 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 191, STATS 108
    - and
    - (ii) at least 90 points from PROPERTY 311–384
  - and
  - b 450 points required for the LLB(Hons) component, including:
    - (i) 30 points: LAW121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
    - (v) 20 points from LAWHONS 701–779
    - (vi) 40 points: LAWHONS 789 Dissertation
  - and
  - c 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.

### **Bachelor of Science/Bachelor of Theology – BSc/BTheol**

- 1 Of the 540 points required for the BSc/BTheol conjoint degrees combination, a student must pass:

- a 255 points required for the BSc component in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
  - (i) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
  - and
  - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
- and
- b 255 points required for the BTheol component, including:
  - (i) 105 points: THEOLOGY 100, 103, 104, 107, one Stage II BSTHEO, one Stage II CTHTHEO, one Stage II PTHEO course
  - (ii) the requirements for one or more majors as specified in the Bachelor of Theology Regulations and Schedule of which at least 60 points must be above Stage II for a single major, or at least 45 points above Stage II in each major for a double major
  - (iii) at least 150 points above Stage I, including at least 75 points above Stage II
- and
- c 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
- and
- d a further 15 points from courses available for any programme at this University.

### **Bachelor of Science/Bachelor of Laws – BSc/LLB**

- 1 Of the 660 points required for the BSc/LLB conjoint degrees combination, a student must pass:
  - a 255 points in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
    - (i) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
    - and
    - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
  - and
  - b 390 points required for the LLB component, including:
    - (i) 30 points: LAW 121G, 131
    - (ii) 120 points: LLB Part II
    - (iii) 120 points: LLB Part III
    - (iv) 120 points: LLB Part IV
  - and
  - c 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.

### **Bachelor of Science/Bachelor of Laws (Honours) – BSc/LLB(Hons)**

- 1 Of the 720 points required for the BSc/LLB(Hons) conjoint degrees combination, a student must pass:
    - a 255 points required for the BSc component in at least two subjects defined as majoring subjects listed in the Bachelor of Science Schedule, including:
      - (i) the requirements for one or more majors as specified in the Bachelor of Science Schedule of which at least 60 points must be above Stage II for a single/first major, and at least 45 points above Stage II in any second or subsequent major
      - and
      - (ii) at least 150 points above Stage I, of which at least 75 points must be above Stage II
    - and
    - b 450 points required for the LLB(Hons) component, including:
      - (i) 30 points: LAW121G, 131
      - (ii) 120 points: LLB Part II
      - (iii) 120 points: LLB Part III
      - (iv) 120 points: LLB Part IV
      - (v) 20 points from LAWHONS 701–779
      - (vi) 40 points: LAWHONS 789 Dissertation
    - and
    - c 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.
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## Regulations – Other Programmes

- 347 Certificate of Proficiency – COP
- 347 Transitional Certificate – TransCert

## Foundation Studies

- 348 The Foundation Certificate in English for Academic Purposes – FCertEAP
- 349 New Start for Adults
- 349 The University of Auckland Certificate in Foundation Studies – CertFoundSt
- 350 Academic English Studies

## Continuing Education – Te Ara Pukenga

- 350 Continuing Education – Te Ara Pukenga



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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 available for any programme may be taken for a Certificate of Proficiency provided that
  - (i) approval is given by the Dean of the faculty in which the course is offered
  - and
  - (ii) any prerequisite, corequisite or other conditions are met or Senate or its representative has, in approving the enrolment, waived those requirements.
- b Provided any prerequisite, corequisite or other conditions for that diploma or degree are met, a course passed for a Certificate of Proficiency may, with the approval of Senate or its representative and in conformity with the Credit Regulations, be subsequently reassigned to:
  - (i) an undergraduate diploma or degree
  - (ii) a Taught Masters degree, a Postgraduate diploma or a Postgraduate certificate, as specified in Clause 9 of the Credit Regulations.
- c A course passed for a Certificate of Proficiency may not be reassigned to a Research Masters degree or a Bachelors Honours Postgraduate degree.
- d Where a course has already been credited to a programme a student may enrol again for that course, or for another course whose content is substantially similar, for a Certificate of Proficiency. Such a course, when passed for Certificate of Proficiency, may not be reassigned to any programme.

#### Commencement

- 3 These regulations came into force on 1 January 1996. The 1995 regulations for the Certificate of Proficiency were thereby repealed.

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### 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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## 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.*

*Subject to CUAP Approval*

#### 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 (Upper Intermediate) in the International English Language Testing System (IELTS) or its equivalent in another such English Language Test recognised by The University of Auckland, for undergraduate conditional offers of admission  
or  
(b) have obtained an English language proficiency score of not less than 5.5 (Advanced) 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 (Upper Intermediate) in the International English Language Testing System (IELTS) or its equivalent in another such English Language Test recognised by The University of Auckland, for undergraduate conditional offers of admission  
or  
have obtained an English language proficiency score of not less than 5.5 (Advanced) 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 student enrolled in this certificate must pass:
  - ENGLACP 20P Upper Intermediate Academic English
  - ENGLACP 30P Advanced Academic English

#### Variations

- 4 In exceptional circumstances the Academic Board or its representative may approve a personal programme which does not conform to these regulations.

## Commencement

- 5 These regulations came into force on 1 January 2006. The 2004 regulations for the Foundation Certificate in English for Academic Purposes were thereby repealed.

## New Start for Adults

New Start provides University preparation and bridging courses for anyone over the age of 20 who needs to gain skills and confidence to undertake University study. No previous academic qualifications are required. Students must have a good standard of English.

### New Start for Business

A 12-week modular, part-time evening programme for adults, providing a comprehensive introduction to Mathematics and Business. A grade of B+ or above achieved in Mathematics Preparation for University and Business (both courses are compulsory) entitles New Start adults to apply for admission into the Bachelor of Business and Information Management, Bachelor of Commerce and Bachelor of Property degrees. This course is offered on the City Campus only.

### New Start General

A 13-week part-time, day or evening programme providing a comprehensive introduction to first-year degree study. All work is set and graded at The University of Auckland Stage I level.

New Start General includes study skills and more than 10 subject lectures (such as Political Studies, Sociology, Psychology, Philosophy), assignments with written feedback and a final test. 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.

Depending on the final grade New Start adults may apply for admission into degrees in the faculties of Arts, Education, Law, and Science.

New Start General is offered at four venues: The University of Auckland City Campus, Manukau Institute of Technology, West Auckland and Whangarei (Tai Tokerau Campus).

### Further Information

Further information can be obtained from the New Start Office, Building 810, Level 6, 1-11 Short 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/uoa/fu-ns-new-start-programmes](http://www.auckland.ac.nz/uoa/fu-ns-new-start-programmes)

## The University of Auckland Certificate in Foundation Studies – CertFoundSt

The University of Auckland New Zealand Foundation Studies Programme is intended to prepare students whose first language is not English for admission to The University of Auckland in particular and to New Zealand universities in general. The programme will include courses in Accounting, Calculus, Chemistry, Computer Skills, Economics, English Language, Physics, Statistics and Study and Learning skills. Suitably qualified students who meet the minimum entrance requirements upon entry to the Programme may also include English Language Acquisition courses offered by The University of Auckland.

### Admission

- 1 In order to be admitted to this programme a student needs to:
  - a satisfy the Academic Board that they have completed secondary schooling to at least the equivalent of NCEA Level 2.
  - b have a level of English language proficiency equivalent to a score of 5.0 in the International English Language Testing System (IELTS).

### Duration

- 2 Students enrolled for this certificate have to follow an approved programme of at least one semester.

### Structure and Content

- 3 a The programme consists of: English Language, Computer Skills, Study and Learning Skills, and at least four courses chosen from the following list of subjects:
  - Accounting
  - Calculus
  - Chemistry
  - Design
  - Economics

Geography  
Physics  
Statistics  
or other approved NCEA Level 3 subjects  
and

(i) pass at least four of these courses

and

(ii) achieve a B grade in English for Academic Purposes, or pass or have passed an IELTS examination at a level approved by the Academic Board with an overall score of at least 6.0 in the academic module.

- b Students must complete all required class work and written examinations which will be similar in standard and content to NCEA Level 3.
- c Each student's personal programme must be approved by the Academic Board.

### Admission to University

- 4 a Students who satisfactorily complete the Certificate in Foundation Studies will satisfy the minimum requirements for entry to the University.
- b Students who complete up to 30 points in University courses may apply to have those points credited towards a degree or diploma at the University.

## Academic English Studies

The Department of Applied Language Studies and Linguistics offers credit courses for International students and New Zealand residents whose first language is not English, and who are studying at The University of Auckland.

A range of courses is offered designed to improve academic English skills and increase proficiency in listening, speaking, reading and writing for academic purposes. In addition, most students can gain credit points for successfully passing these courses.

ACADENG 100 develops skill in English grammar for academic reading and writing. ACADENG 101 focuses on academic writing, and the skills needed for basic academic essays. ACADENG 102 prepares students for listening and reading in academic contexts. ACADENG 103 develops students' ability to make academic presentations. At Stage II level, ACADENG 201 is a more advanced writing course that develops skill in essay writing and writing using sources. ACADENG 210 is an advanced academic writing course for students who need to write different kinds of research reports. ACADENG 211 focuses on academic seminars and discussions in detail.

Further information may be obtained from the Department of Applied Language Studies and Linguistics, Faculty of Arts. Phone: +64 9 373 7599 ext 86588.

## CONTINUING EDUCATION – TE ARA PUKENGA

Continuing Education 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. University Lecture Courses also allow Continuing Education students to join undergraduate students in selected courses.

The Conference Management service arranges and administers local, national and international conferences and seminars.

For more information visit [www.cce.auckland.ac.nz](http://www.cce.auckland.ac.nz) or email [conted@auckland.ac.nz](mailto:conted@auckland.ac.nz)

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## General Education Regulations and Schedules

- 352 General Education Regulations and Schedules
- 352 General Education Open Schedule
- 353 General Education Faculty Schedule – Arts
- 354 General Education Faculty Schedule – Business and Economics
- 355 General Education Faculty Schedule – Creative Arts and Industries, Law
- 356 General Education Faculty Schedule – Education
- 357 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 student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol. This regulation does not apply to LAW 121G and LAW 131 provided no other LAW courses were taken.
- 3 A student may not take both of their General Education courses in the same subject.
- 4 Language courses do not satisfy the General Education requirement for a student who has prior knowledge of the language (for example, as a native speaker, through formal or informal study, or through living with others who speak the language). Enrolment requires submission of a language competency form and a student with prior knowledge of the language may be declined enrolment or the enrolment may be deleted at the discretion of the Head of Department.

### 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) ANTHRO 106G does not meet the General Education requirement for the Bachelor of Music or Bachelor of Music conjoints.
- (iv) 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.

## General Education Open Schedule

General Education courses approved for all undergraduate programmes

- Notes:
- Students can also choose courses from the General Education Faculty Schedule(s) approved for their degree.
  - A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.

Subject	Course	Title	Points
Accounting	ACCTG 151G	Financial Literacy	15
Biological Sciences	BIOSCI 100G	Antarctica: The Frozen Continent	15
Business	BUSINESS 151G	Communication in a Multicultural Society	15
Chinese	CHINESE 100G	Beginning Modern Chinese 1	15
Cook Islands Maori	COOKIS 101G	Conversational Cook Islands Maori	15
Engineering General	ENGGEN 100G	Technological Choices for the New Millennium	15
English	ENGLISH 121G	Reading/Writing/Texts	15
Fine Arts	FINEARTS 210G	Understanding Contemporary Visual Arts Practice	15
	FINEARTS 211G	Understanding Contemporary Fashion Design	15
French	FRENCH 101G	Introductory French Language 1	15
General Education	GENED 101G	Global Issues, Sustainable Futures	15
Geography	GEOG 103G	Digital Worlds	15
	GEOG 104G	Cities and Urbanism	15
German	GERMAN 101G	German Language Introductory 1	15
Italian	ITALIAN 106G	Italian Language for Beginners 1	15
Japanese	JAPANESE 130G	Introduction to Japanese Language 1	15
Korean	KOREAN 110G	Korean for Beginners 1	15



Subject	Course	Title	Points
Māori Studies	MĀORI 101G	Introduction to Written Māori	15
	MĀORI 130G	Te Ao Māori / The Māori World	15
Medical Science	MEDSCI 100G	Human Mind and Body Relationships	15
	MEDSCI 101G	Environmental Threats to Human Health	15
Pharmacy	PHARMACY 111G	Drugs and Society	15
Philosophy	PHIL 105G	Critical Thinking	15
Population Health	POPHLTH 103G	Epidemics: Black Death to Bioterrorism	15
	POPHLTH 104G	Future Health	15
Russian	RUSSIAN 100G	Beginners' Russian 1	15
Samoan	SAMOAN 101G	Samoan Language 1	15
Science General	SCIGEN 101G	Communicating for a Knowledge Society	15
Spanish	SPANISH 104G	Beginners' Spanish 1	15
Theology	THEOLOGY 101G	The Bible in Popular Culture	15
Tongan	TONGAN 101G	Tongan Language 1	15

### General Education Faculty Schedule – Arts

General Education courses approved for the following degrees:

**Faculty of Arts:** BA, BTheol

**Conjoint degrees:** BA/BCom, BA/BE(Hons), BA/BFA, BA/BFA(Hons), BA/BHSc, BA/BMus, BA/BSc, BA/BTheol, BA/LLB, BA/LLB(Hons)

*Notes:*

- 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.

- A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.

\* Please refer to the General Education Regulations, notes (iii) and (iv)

Subject	Course	Title	Points
Anthropology	ANTHRO 106G*	Issues and History in Popular Music	15
Architectural History, Theory and Criticism	ARCHHTC 102G	Modern Architecture and Urbanism	15
Biological Sciences	BIOSCI 104G	New Zealand Ecology and Conservation	15
Chemical and Materials Engineering	CHEMMAT 100G	Materials of the Modern World	15
Chemistry	CHEM 100G	Molecules that Changed the World	15
Commercial Law	COMLAW 151G	The (Un)Lawful World: Law in Contemporary Life	15
Computer Science	COMPSCI 111G	Mastering Cyberspace: Introduction to Practical Computing	15
Dance Studies	DANCE 101G	Introduction to Dance and Creative Processes	15
	DANCE 200G	Dance and Culture	15
Economics	ECON 151G	Understanding the Global Economy	15
Environmental Science	ENVSCI 101G	Environment, Science and Management	15
Geography	GEOG 105G	Natural Hazards in New Zealand	15
Geology	GEOLOGY 205G	New Zealand – Half a Billion Years on the Edge	15
International Business	INTBUS 151G	Business across Borders	15
Law	LAW 121G*	Law and Society	15
Marketing	MKTG 151G	Essential Marketing	15
Mathematics	MATHS 101G	Mathematics in Society	15
	MATHS 190G	Great Ideas Shaping our World	15
Music	MUS 144G	Turning-points in Western Music	15
	MUS 149G	New Zealand Music Studies	15
Physics	PHYSICS 107G	Planets, Stars and Galaxies	15
	PHYSICS 108G	Science and Technology of Sustainable Energy	15

Subject	Course	Title	Points
Planning	PLANNING 100G	Creative Communities: An Introduction to Planning	15
Psychology	PSYCH 109G	Mind, Brain and Behaviour	15
Sport and Exercise Science	SPORTSCI 100G	Exercise and Fitness: Myths and Reality	15
Statistics	STATS 101G	Introduction to Statistics	15
	STATS 150G	Lies, Damned Lies, and Statistics	15

### General Education Faculty Schedule – Business and Economics

General Education courses approved for the following degrees:

**Faculty of Business and Economics:** BCom, BBIM, BProp

**Conjoint degrees:** BA/BCom, BCom/BE(Hons), BCom/BHSc, BCom/BMus, BCom/BProp, BCom/BSc, BCom/LLB, BCom/LLB(Hons), BE(Hons)/BProp, BProp/BSc, BProp/LLB, BProp/LLB(Hons)

**Notes:**

- 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.

- A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.

\* Please refer to the General Education Regulations, notes (iii) and (iv)

Subject	Course	Title	Points
Anthropology	ANTHRO 104G	Peoples and Cultures of the Pacific	15
	ANTHRO 105G	Questions of Race and Racism	15
	ANTHRO 106G*	Issues and History in Popular Music	15
Architectural History, Theory and Criticism	ARCHHTC 102G	Modern Architecture and Urbanism	15
Art History	ARTHIST 115G	Global Art Histories	15
Asian Studies	ASIAN 140G	New Zealand and Asia	15
Biological Sciences	BIOSCI 104G	New Zealand Ecology and Conservation	15
Chemical and Materials Engineering	CHEMMAT 100G	Materials of the Modern World	15
Chemistry	CHEM 100G	Molecules that Changed the World	15
Classical Studies	CLASSICS 110G	Classical Mythology through Tragedy	15
Dance Studies	DANCE 101G	Introduction to Dance and Creative Processes	15
	DANCE 200G	Dance and Culture	15
Disability Studies	DISABTY 113G	Making Disabilities: The Construction of Ideas	15
Education	EDUC 121G	How People Learn	15
	EDUC 122G	Learning Sexualities	15
English	ENGLISH 241G	Literature and Science	15
Environmental Science	ENVSCI 101G	Environment, Science and Management	15
European Studies	EUROPEAN 100G	Thinking Europe	15
Film, Television and Media Studies	FTVMS 110G	Advertising and Society	15
	FTVMS 215G	Reading Contemporary Films	15
Geography	GEOG 105G	Natural Hazards in New Zealand	15
Geology	GEOLOGY 205G	New Zealand – Half a Billion Years on the Edge	15
History	HISTORY 103G	Global History	15
Law	LAW 121G*	Law and Society	15
Linguistics	LINGUIST 101G	Language and Society	15
Music	MUS 144G	Turning-points in Western Music	15
	MUS 149G	New Zealand Music Studies	15
Physics	PHYSICS 107G	Planets, Stars and Galaxies	15
	PHYSICS 108G	Science and Technology of Sustainable Energy	15
Planning	PLANNING 100G	Creative Communities: An Introduction to Planning	15

Subject	Course	Title	Points
Political Studies	POLITICS 107G	New Zealand Politics	15
Psychology	PSYCH 109G	Mind, Brain and Behaviour	15
Sociology	SOCIOL 101G	Understanding Aotearoa New Zealand	15
	SOCIOL 220G	Last Call: The Sociology of Death and Dying	15
Sport and Exercise Science	SPORTSCI 100G	Exercise and Fitness: Myths and Reality	15
Theology	THEOLOGY 106G	Islam and the Contemporary World	15
Youth Work	YOUTHWRK 152G	Understanding New Zealand Youth	15

### 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, BFA, BFA(Hons), BMus, BPlan, BVA

**Faculty of Law:** LLB, LLB(Hons)

**Conjoint degrees:** BA/BFA, BA/BFA(Hons), BA/BMus, BA/LLB, BA/LLB(Hons), BCom/BMus, BCom/LLB, BCom/LLB(Hons), BHSc/LLB, BHSc/LLB(Hons), BMus/BSc, BProp/LLB, BProp/LLB(Hons), BSc/LLB, BSc/LLB(Hons)

*Notes:*

- 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.

- A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.

\* Please refer to the General Education Regulations, notes (iii) and (iv)

Subject	Course	Title	Points
Anthropology	ANTHRO 104G	Peoples and Cultures of the Pacific	15
	ANTHRO 105G	Questions of Race and Racism	15
	ANTHRO 106G*	Issues and History in Popular Music	15
Architectural History, Theory and Criticism	ARCHHTC 102G	Modern Architecture and Urbanism	15
Art History	ARTHIST 115G	Global Art Histories	15
Asian Studies	ASIAN 140G	New Zealand and Asia	15
Biological Sciences	BIOSCI 104G	New Zealand Ecology and Conservation	15
Chemistry	CHEM 100G	Molecules that Changed the World	15
Chemical and Materials Engineering	CHEMMAT 100G	Materials of the Modern World	15
Classical Studies	CLASSICS 110G	Classical Mythology through Tragedy	15
Commercial Law	COMLAW 151G	The (Un)Lawful World: Law in Contemporary Life	15
Computer Science	COMPSCI 111G	Mastering Cyberspace: Introduction to Practical Computing	15
Dance Studies	DANCE 101G	Introduction to Dance and Creative Processes	15
	DANCE 200G	Dance and Culture	15
Disability Studies	DISABTY 113G	Making Disabilities: The Construction of Ideas	15
Economics	ECON 151G	Understanding the Global Economy	15
Education	EDUC 121G	How People Learn	15
	EDUC 122G	Learning Sexualities	15
English	ENGLISH 241G	Literature and Science	15
Environmental Science	ENVSCI 101G	Environment, Science and Management	15
European Studies	EUROPEAN 100G	Thinking Europe	15
Film, Television and Media Studies	FTVMS 110G	Advertising and Society	15
	FTVMS 215G	Reading Contemporary Films	15
Geography	GEOG 105G	Natural Hazards in New Zealand	15
Geology	GEOLOGY 205G	New Zealand – Half a Billion Years on the Edge	15
History	HISTORY 103G	Global History	15
International Business	INTBUS 151G	Business across Borders	15

Subject	Course	Title	Points
Law	LAW 121G*	Law and Society	15
Linguistics	LINGUIST 101G	Language and Society	15
Marketing	MKTG 151G	Essential Marketing	15
Mathematics	MATHS 101G	Mathematics in Society	15
	MATHS 190G	Great Ideas Shaping our World	15
Music	MUS 144G	Turning-points in Western Music	15
	MUS 149G	New Zealand Music Studies	15
Physics	PHYSICS 107G	Planets, Stars and Galaxies	15
	PHYSICS 108G	Science and Technology of Sustainable Energy	15
Planning	PLANNING 100G	Creative Communities: An Introduction to Planning	15
Political Studies	POLITICS 107G	New Zealand Politics	15
Psychology	PSYCH 109G	Mind, Brain and Behaviour	15
Sociology	SOCIOL 101G	Understanding Aotearoa New Zealand	15
	SOCIOL 220G	Last Call: The Sociology of Death and Dying	15
Sport and Exercise Science	SPORTSCI 100G	Exercise and Fitness: Myths and Reality	15
Statistics	STATS 101G	Introduction to Statistics	15
	STATS 150G	Lies, Damned Lies, and Statistics	15
Theology	THEOLOGY 106G	Islam and the Contemporary World	15
Youth Work	YOUTHWRK 152G	Understanding New Zealand Youth	15

### General Education Faculty Schedule – Education

General Education courses approved for the following degrees:

**Faculty of Education:** BEd(Tchg), BHumServ, BPE, BSW, DipTchg(ECE)

- Notes:
- 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.
  - A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.

\* Please refer to the General Education Regulations, notes (iii) and (iv)

Subject	Course	Title	Points
Anthropology	ANTHRO 104G	Peoples and Cultures of the Pacific	15
	ANTHRO 105G	Questions of Race and Racism	15
	ANTHRO 106G*	Issues and History in Popular Music	15
Architectural History, Theory and Criticism	ARCHHTC 102G	Modern Architecture and Urbanism	15
Art History	ARTHIST 115G	Global Art Histories	15
Asian Studies	ASIAN 140G	New Zealand and Asia	15
Biological Sciences	BIOSCI 104G	New Zealand Ecology and Conservation	15
Chemical and Materials Engineering	CHEMMAT 100G	Materials of the Modern World	15
Chemistry	CHEM 100G	Molecules that Changed the World	15
Classical Studies	CLASSICS 110G	Classical Mythology through Tragedy	15
Commercial Law	COMLAW 151G	The (Un)Lawful World: Law in Contemporary Life	15
Computer Science	COMPSCI 111G	Mastering Cyberspace: Introduction to Practical Computing	15
Dance Studies	DANCE 101G	Introduction to Dance and Creative Processes	15
	DANCE 200G	Dance and Culture	15
Economics	ECON 151G	Understanding the Global Economy	15
Environmental Science	ENVSCI 101G	Environment, Science and Management	15
European Studies	EUROPEAN 100G	Thinking Europe	15

Subject	Course	Title	Points
Geography	GEOG 105G	Natural Hazards in New Zealand	15
Geology	GEOLOGY 205G	New Zealand – Half a Billion Years on the Edge	15
History	HISTORY 103G	Global History	15
International Business	INTBUS 151G	Business across Borders	15
Law	LAW 121G*	Law and Society	15
Linguistics	LINGUIST 101G	Language and Society	15
Marketing	MKTG 151G	Essential Marketing	15
Mathematics	MATHS 101G	Mathematics in Society	15
	MATHS 190G	Great Ideas Shaping our World	15
Music	MUS 144G	Turning-points in Western Music	15
	MUS 149G	New Zealand Music Studies	15
Physics	PHYSICS 107G	Planets, Stars and Galaxies	15
	PHYSICS 108G	Science and Technology of Sustainable Energy	15
Planning	PLANNING 100G	Creative Communities: An Introduction to Planning	15
Psychology	PSYCH 109G	Mind, Brain and Behaviour	15
Sociology	SOCIOL 101G	Understanding Aotearoa New Zealand	15
	SOCIOL 220G	Last Call: The Sociology of Death and Dying	15
Sport and Exercise Science	SPORTSCI 100G	Exercise and Fitness: Myths and Reality	15
Statistics	STATS 101G	Introduction to Statistics	15
	STATS 150G	Lies, Damned Lies, and Statistics	15
Theology	THEOLOGY 106G	Islam and the Contemporary World	15

### 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, BNurs, BOptom, BPharm

**Faculty of Science:** BSc

**Interfaculty:** BTech

**Conjoint degrees:** BA/BE(Hons), BA/BHSc, BA/BSc, BCom/BE(Hons), BCom/BHSc, BCom/BSc, 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)

**Notes:**

- 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.

- A student may not take a General Education course in a subject in which they have previously passed a course, or are already enrolled or intend to enrol.

\* Please refer to the General Education Regulations, notes (iii) and (iv)

Subject	Course	Title	Points
Anthropology	ANTHRO 104G	Peoples and Cultures of the Pacific	15
	ANTHRO 105G	Questions of Race and Racism	15
	ANTHRO 106G*	Issues and History in Popular Music	15
Architectural History, Theory and Criticism	ARCHHTC 102G	Modern Architecture and Urbanism	15
Art History	ARTHIST 115G	Global Art Histories	15
Asian Studies	ASIAN 140G	New Zealand and Asia	15
Classical Studies	CLASSICS 110G	Classical Mythology through Tragedy	15
Commercial Law	COMLAW 151G	The (Un)Lawful World: Law in Contemporary Life	15
Dance Studies	DANCE 101G	Introduction to Dance and Creative Processes	15
	DANCE 200G	Dance and Culture	15
Disability Studies	DISABLT 113G	Making Disabilities: The Construction of Ideas	15
Economics	ECON 151G	Understanding the Global Economy	15

Subject	Course	Title	Points
Education	EDUC 121G	How People Learn	15
	EDUC 122G	Learning Sexualities	15
English	ENGLISH 241G	Literature and Science	15
European Studies	EUROPEAN 100G	Thinking Europe	15
Film, Television and Media Studies	FTVMS 110G	Advertising and Society	15
	FTVMS 215G	Reading Contemporary Films	15
History	HISTORY 103G	Global History	15
International Business	INTBUS 151G	Business across Borders	15
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	MUS 149G	New Zealand Music Studies	15
Planning	PLANNING 100G	Creative Communities: An Introduction to Planning	15
Political Studies	POLITICS 107G	New Zealand Politics	15
Sociology	SOCIOL 101G	Understanding Aotearoa New Zealand	15
	SOCIOL 220G	Last Call: The Sociology of Death and Dying	15
Theology	THEOLOGY 106G	Islam and the Contemporary World	15
Youth Work	YOUTHWRK 152G	Understanding New Zealand Youth	15



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## Regulations – Doctor of Philosophy and Higher Degrees

- 360 Statute for the Degree of Doctor of Philosophy – PhD
- 372 The Degree of Doctor of Literature – LittD
- 372 The Degree of Doctor of Science – DSc
- 373 The Degree of Doctor of Laws – LLD
- 373 The Degree of Doctor of Engineering – DEng
- 374 Procedure for the Examination of Higher Degrees

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## DOCTOR OF PHILOSOPHY AND HIGHER DEGREES

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In addition to the degree of Doctor of Philosophy, the University offers higher doctorates in Literature, Science, Laws, and Engineering. As at other universities, these are primarily designed for graduates of the University who have subsequently published original work that has over a period given them authoritative international standing in their field. The higher doctorate is thus to be seen as a recognition of real distinction in one of these areas of study. It will be awarded rarely and after rigorous examination of a substantial and significant corpus of material. Candidates intending to submit for examination of higher degrees are advised to obtain the notes *Guidance for Candidates of Higher Degrees* from the Graduate Centre, The University of Auckland, before submitting.

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## REGULATIONS

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### Statute for the Degree of Doctor of Philosophy – PhD

#### Preamble

- 1 a Candidates for the degree of Doctor of Philosophy are required to pursue an approved programme of advanced study and research under supervision as enrolled students of the University. The demands of PhD research require a significant commitment by candidates in terms of time and resources, and candidates are normally expected to be working full-time on their doctoral research.
- b It is expected that this programme will usually be completed within three to four years of full-time candidature. Part-time candidature may also be permitted.
- c Upon completion of an approved programme of research:
  - (i) a candidate must submit a thesis that meets the requirements set out in Clause 1e  
or
  - (ii) in the case of a candidate enrolled in a creative arts or design discipline, upon recommendation of the Academic Head and approval from the Board of Graduate Studies, the candidate may present a corpus of creative work for assessment with a written thesis, comprising an integrated whole, that meets the requirements set out in Clause 1e.
- d In order for the PhD degree to be awarded, the candidate must satisfy the examiners in an oral examination and any other relevant examination that may be required on the subject of the thesis and on relevant matters in the field or fields to which the subject belongs.
- e The PhD degree is awarded for a formal and systematic exposition of a coherent programme of advanced research work. The work is carried out over the period of enrolment for the degree and, in the opinion of the examiners and the Board of Graduate Studies, satisfies all of the following criteria:
  - (i) is an original contribution to knowledge or understanding in its field  
and
  - (ii) meets internationally recognised standards for such work  
and
  - (iii) demonstrates knowledge of the literature relevant to the subject and the field or fields to which the subject belongs, and the ability to exercise critical and analytical judgement of it  
and
  - (iv) is satisfactory in its methodology, in the quality and coherence of its expression, and in its scholarly presentation and format.
- f PhD theses may not, without the prior permission of the Board of Graduate Studies, exceed 100,000 words in total, or 60,000 words in total when accompanied by a corpus of creative work by a candidate enrolled in a creative arts or design discipline.
- g If the core of the thesis comprises a series of published or unpublished research papers and/or case studies, the candidate must be the lead or sole author of each paper or case study and have written the text, and must provide a contextual framework and concluding discussion that will normally amount to 20,000–30,000 words. The range and focus of this material shall generally correspond with the introductory and concluding chapters of a thesis. The thesis must be presented in a consistent format, citation style and typeface.
- h If the core of the thesis does not comprise a series of published or unpublished research papers and/or case studies, a candidate may still include within their thesis published or unpublished research papers and/or case studies, provided that the candidate was the lead or sole author

of each paper or case study and wrote the text. The thesis must be presented in a consistent format, citation style and typeface.

- i In the case of published or unpublished research papers and/or case studies that the candidate has contributed to but is not the sole or lead author of, the candidate may report in the thesis their contribution to the research with due reference to the original paper and/or case study. The thesis must be presented in a consistent format, citation style and typeface.
- j All material which is not the original work of the author of the thesis must:
  - (i) be fully and appropriately attributed
  - or
  - (ii) if a substantial part of another work, be reproduced only with the written permission of the copyright owner of that other work.
- k All research for the thesis is to be conducted in accordance with The University of Auckland *Guidelines for the Conduct of Research*.

## Eligibility

- 2 Candidates for the degree of Doctor of Philosophy are required to have:
  - a
    - (i) completed the requirements for the award of a masters degree with First Class or Second Class (Division I) Honours at The University of Auckland
    - or
    - (ii) completed the requirements for the award of a bachelors degree with First Class or Second Class (Division I) Honours at The University of Auckland
    - or
    - (iii) completed all the taught course work requirements (if any) for a masters degree of The University of Auckland at the equivalent of First Class or Second Class (Division I) Honours level, and have made substantial progress towards completion of the masters research thesis
    - or
    - (iv) completed the requirements for the award of a qualification that the Board of Graduate Studies considers to be equivalent to a masters degree with First Class or Second Class (Division I) Honours or a bachelors degree with First Class or Second Class (Division I) Honours from The University of Auckland
  - and
  - b demonstrated an ability to pursue doctoral-level research
  - and
  - c if presenting a corpus of creative work for assessment, have demonstrated advanced training or experience in a relevant creative practice, and, in their provisional year, have identified their intention to present a corpus of creative work for final assessment and have received the approval of the Board of Graduate Studies.
  - d In exceptional circumstances, the Board of Graduate Studies may consider for registration a person whose qualifications do not meet the requirements of Clause 2a, if it is satisfied that the person's experience in research and the results of that experience are so outstanding that the person is likely to have the ability to complete the degree successfully.

## Admission

- 3 **Admission Essential**  
Every candidate for the degree of Doctor of Philosophy must have applied for admission and been admitted to The University of Auckland.

## Registration

- 4 a **Registration Essential**  
Every candidate for the degree of Doctor of Philosophy must be registered by the Board of Graduate Studies.
- b **Provisional Registration**  
Registration is provisional for all candidates for the first 12 months of equivalent full-time study following the Date of Registration as defined in Clause 4j of this Statute.
- c **Application for Registration**  
Application for registration must be made to the Head of Department, Division, School, Chair of a Board of Studies or Director of the Research Centre or Institute ("the Head of Department") in the discipline in which the candidate is to be primarily registered.
- d **Part-time Registration**  
Candidates with compelling reasons may be permitted to register as part-time students if the Board of Graduate Studies expects that the candidate will be able to complete the PhD within the permitted time frame. A candidate must normally submit the thesis in no fewer than six

and no more than eight years if they have been registered as a part-time student for the whole period of their registration.

e **Non-resident Candidature**

Where an intending candidate is not resident in Auckland, the Head of Department must provide the Board of Graduate Studies with evidence that the candidate will be provided with research resources and supervisory support at the location in which the research is to be carried out.

f **Concurrent Registration**

In exceptional cases a candidate may be permitted to enrol concurrently in a second degree in order to complete that degree, provided it is not the qualifying degree for entry into the PhD programme.

g **Role of the Head of Department**

The Head of Department will make a recommendation to the Faculty Associate Dean (Postgraduate) as to:

(i) whether the candidate:

(a) meets the eligibility requirements

and

(b) has a preliminary thesis proposal capable of meeting the requirements of Clause 1e of this Statute

and

(c) has an appropriate set of goals for the provisional year of registration, agreed to by both the candidate and main supervisor

and

if the Head of Department is of that opinion, then they will recommend:

(ii) whether their Department (in conjunction with any other Department where the field of study is interdisciplinary, or other university in the case of jointly awarded degrees) accepts the responsibility for:

(a) making satisfactory supervision arrangements over the whole course of the PhD

and

(b) providing adequate research resources and facilities

and

if the Head of Department is of that opinion, then they will nominate:

(iii) which other Departments will be involved if the field of study is interdisciplinary. In these cases, the Heads of any other Departments involved are required to endorse the recommendation

and

(iv) suitably qualified supervisors and, where appropriate, advisers

and

(v) in the case of a candidate in a Department of Languages and Literatures, or a candidate for whom joint registration with another university in a non-English speaking country is proposed, the language in which the thesis is to be submitted and examined.

h **Role of the Associate Dean (Postgraduate)**

On receipt of the recommendation of the Head of Department, the Faculty Associate Dean (Postgraduate) will make a recommendation to the Board of Graduate Studies as to the matters set out in Clause 4g.

i **Role of the Board of Graduate Studies**

On receipt of the recommendation of the Faculty Associate Dean (Postgraduate), the Board of Graduate Studies will decide whether or not to register the candidate and, if so, the conditions which will apply to the registration. The Board of Graduate Studies may call for any further information it considers relevant before making its decision.

j **Date of Registration**

Registration takes effect on the date (the "Date of Registration") approved by the Board of Graduate Studies. Where a candidate has already started supervised research on the PhD topic the Date of Registration may be backdated by not more than six months, except for a candidate transferring from a masters degree under Clause 2a(iii), when the Date of Registration may be backdated not earlier than the date on which the coursework component (if any) of the masters degree was completed.

k **Supervision**

The Board of Graduate Studies will appoint the supervisors for each candidate. The supervisors must be actively involved in research in the candidate's general field, and must either hold a doctoral degree or be appropriately qualified and experienced. Persons who are themselves candidates for the degree of PhD may not be appointed as supervisors, although they may be appointed as advisers.

- l For each candidate the Board of Graduate Studies will appoint a suitably qualified main supervisor who takes overall responsibility for the supervision of the candidate and for assistance in the provision of research resources. The main supervisor must be a staff member of The University of Auckland.
- m In addition, the Board of Graduate Studies will appoint for each candidate:
  - (i) at least one suitably qualified co-supervisor  
*and/or*
  - (ii) an advisory committee or adviser/s.
- 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 normally exceed 60 points in total and should either be at the postgraduate level or, in special cases, at undergraduate level. Candidates must normally pass any such research-related coursework at the grade of at least B+ or its equivalent, or any such undergraduate generic skill course at the grade of at least B or its equivalent  
*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 goals prescribed by the Board of Graduate Studies at the commencement of the registration  
*and*
  - (ii) complete a full thesis proposal, including a provisional title, a schedule of research, an outline of the thesis structure and a statement of the resources required to complete the research. The thesis proposal should be submitted for approval to the appropriate postgraduate committee of the Department, Institute and/or Faculty in which the candidate is registered. The committee may accept the proposal, or indicate changes needed to the candidate and supervisor/s and request a resubmission, or it may decline the proposal. It will inform the Head of Department of its decision.
- b **Provisional Review**  
At the end of the provisional registration period, the candidate, the supervisor/s and the Head of Department are to submit a formal report to the Board of Graduate Studies on the progress of the candidate. The report should clearly state whether or not the progress of the candidate has been satisfactory, the goals laid down for the provisional year have been achieved and the candidate's research proposal has been approved according to Clause 5a(ii). The report should include a recommendation that the candidate's registration be:
  - (i) confirmed  
*or*
  - (ii) continued on a provisional basis for a period of three to six months  
*or*
  - (iii) discontinued and the candidate recommended for enrolment in another degree  
*or*
  - (iv) terminated.
- c Where the recommendation is to confirm the candidate's registration, the report to the Board

of Graduate Studies must include a copy of the candidate's full thesis proposal and provisional title.

**d Annual Review of Registration**

In each year of registration each candidate must pursue a programme of advanced study and research to the satisfaction of the Head of Department and the main supervisor. At the end of each year of registration following the provisional period, the main supervisor, the candidate and the Head of Department are to submit, through the Associate Dean (Postgraduate) of the Faculty, a joint report to the Board of Graduate Studies on the candidate's progress. As part of this report the main supervisor and the Head of Department are to make one of the following recommendations:

- (i) that the candidate's registration be continued
- or
- (ii) that the candidate's registration be continued subject to specified conditions
- or
- (iii) that the candidate's registration be terminated.

**e Specified Conditions for Registration**

Where a recommendation is made under Clauses 5b(ii) or 5d(ii), the Head of Department will also recommend to the Board of Graduate Studies the specific goals and/or conditions to be met by the candidate and the time in which these are to be completed. At the end of this period the Head of Department and main supervisor will advise the Board of Graduate Studies whether or not these requirements have been met. Registration will terminate if the specified conditions have not been fulfilled to the satisfaction of the Board of Graduate Studies.

**f Recommendation to Terminate**

No decision to terminate registration may be made by the Board of Graduate Studies unless the candidate has been notified in writing and given reasonable opportunity to respond.

## Enrolment and Fees

**6 a Enrolment**

Candidates for the PhD degree must be enrolled and pay fees in each academic year for which they are registered. Candidates need not pay tuition fees for any period during which their registration is suspended under Clause 7g.

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

**c Refunds**

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

**d Fees other than Tuition Fees**

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

**e Fees to be paid before Thesis is Accepted**

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

**f Other Fees Payable**

Candidates who enrol for courses other than those specified in their provisional year goals must pay the fees prescribed for those courses on enrolment.

## Changes to the Conditions of Registration

- 7 a** The Head of Department may, after consultation with the candidate, make a written recommendation to the Board of Graduate Studies for changes in the conditions of registration for the candidate. The candidate may express his or her written views on the recommendation to the Board of Graduate Studies if he or she wishes. After considering a recommendation from the Head of Department, the Board of Graduate Studies may, after considering any submissions made by the candidate, change the conditions of registration for that candidate.

- b** In the case of a candidate enrolled in a creative arts or design discipline, permission to present a corpus of creative work for assessment with the written thesis as an integrated whole requires the recommendation of the Academic Head and approval from the Board of Graduate Studies. It is not expected that candidates will be granted permission to include a corpus of creative work after the provisional year review.



c **Absence from the University**

Where a resident candidate intends to be absent from the University in pursuit of their research for more than two months, supervisors are to submit for approval by the Board of Graduate Studies, through the Head of Department and before the candidate's departure, suitable plans for the supervision of the candidate during their absence.

d **Changes in Supervision**

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

e **Change to Part-time or Full-time Registration**

Candidates may apply to change their registration from part-time to full-time and vice versa.

f **Extension of Time for Submission**

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

g **Suspension of Registration**

Where a candidate is unable to continue with their research programme because of circumstances beyond their control, the Board of Graduate Studies may suspend their registration for a specified period of time. The following conditions apply:

- (i) the length of time for which a candidate's registration may be suspended will be in multiples of whole calendar months
- (ii) the Board of Graduate Studies must be satisfied that any period of suspension will not adversely affect the viability of the candidate's research
- (iii) any period of suspension will be excluded from the calculation of the final submission date
- (iv) while registration is suspended, a candidate is exempt from fees and enrolment, and is not entitled to any tuition or supervision, or to the use of any other research resources of the University.

h **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) has not met any conditions specified under Clause 5e  
or
- (vii) has not submitted or re-submitted the thesis in time  
or
- (viii) has had the termination of their registration recommended by a decision of a Disputes Committee constituted pursuant to Clause 11 of this Statute  
or
- (ix) is prohibited under the Disciplinary Statute of the University from enrolling.

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

## Submission

8 a **Copies of Thesis**

All candidates are initially required to submit three copies in temporary binding and one electronic copy in pdf format of the thesis to the Graduate Centre. Copies should include the following statement to examiners on the first page:

"This thesis is for examination purposes only and is confidential to the examination process."

**b Time for Submission**

Unless permitted to do otherwise by the Board of Graduate Studies under Clause 7f, a candidate must normally submit the thesis in no fewer than three and no more than four years from the Date of Registration if they are full-time students, or no fewer than six and no more than eight years in the case of candidates who have been registered as part-time students for the whole period of their registration. In the case of candidates who have been permitted to change between full-time and part-time registration, the submission times will be calculated on a pro rata basis.

**c Notification of Submission**

Three months prior to the expected date of submission, candidates should notify the Graduate Centre in writing of their intention to submit. If the candidate has reason to believe that any person would be unsuitable to serve as an examiner of the thesis on the grounds of conflict of interest, he or she may also submit at this time the name of this person and a statement in writing as to the nature of the conflict of interest to the Graduate Centre.

**d Declaration as to Originality**

The thesis is to be accompanied by a statutory declaration, signed by the candidate, stating that the thesis is the candidate's own work and that neither the thesis nor any part of it has been submitted or accepted for any other degree or diploma and that written permission has been obtained for any third-party copyright material reproduced in the thesis that represents a "substantial part" of the other work. The declaration should also state that the temporary-bound copies and electronic copy are identical.

**e**

Where the thesis contains jointly authored research papers, case studies and/or any other work, published or unpublished, a Co-Authorship Form must be signed by the candidate and all the joint authors, stating the extent to which the jointly authored material is the candidate's own work.

Where the thesis includes research reported in published or unpublished co-authored works (other than as in Clauses 1g and 1h) a Co-Authorship Form must be signed by the candidate and all the joint authors, stating the extent to which the jointly authored material is the candidate's own work.

Where the thesis includes co-produced creative work, a Co-Production Form must be signed by the candidate and all the joint producers, stating the elements of the jointly produced material which are the candidate's own work.

**f Language of Thesis**

The thesis is to be presented in English unless otherwise approved by the Board of Graduate Studies at the time of first registration of the candidate.

**Examination****9 a General Provisions**

The Head of Department and/or the Associate Dean (Postgraduate) of the Faculty may nominate another person to the Board of Graduate Studies to be authorised to act in his or her place in all of the provisions of this Clause 9. If either the Head of Department or the Associate Dean (Postgraduate) is a supervisor of the candidate, an alternate must be nominated and appointed.

**b**

Neither the supervisors nor the candidate may communicate with the examiners regarding the examination at any stage of the examination process, except as specified in this Clause 9.

**c Nomination of Examiners**

On notification of submission or intent to submit under Clause 8c, the Head of Department will, on the advice of the supervisor/s, nominate at least two suitably qualified persons to the Board of Graduate Studies for selection as examiners. The nominees should each hold a doctoral degree, or have equivalent expertise and experience, and be expert in the field of study which is the subject of the thesis. At least one nominee should be from outside New Zealand. The examiners may not be staff members of the University or have been involved in either the thesis research or the preparation of the thesis.

**d Appointment of Examiners**

The Board of Graduate Studies will consider the nominations provided by the Head of Department and any submissions made by the candidate under the provisions of Clause 8c and will appoint two suitably qualified persons who are available to act as examiners. One examiner (the Oral Examiner) must be able to attend the oral examination and will normally be resident in New Zealand or Australia.

**e Appointment of Examination Committee**

The Board of Graduate Studies will also appoint an Examination Committee which will normally be composed of:

- (i) the Head of Department
- and
- (ii) an Associate Dean (Postgraduate), who will chair the Examination Committee
- and
- (iii) one other person ("the Head of Department Nominee") nominated by the Head of Department. This person will have thorough knowledge of the general field of the thesis, but not necessarily of the thesis topic, and will normally be a staff member of the University.

No member of the Examination Committee may be a supervisor or have been involved in either the thesis research or the preparation of the thesis. The Associate Dean will normally be from the same faculty as the candidate, but if that person is in the same department as the candidate then an Associate Dean from another faculty should be substituted.

f **Examiners' Reports**

Each examiner will be provided with a copy of the thesis and, acting independently, is required to provide the Graduate Centre, within two months of receipt of the thesis, with a written report in English on the quality of the thesis according to the criteria outlined in Clause 1e. One copy of the thesis will be provided to the Examination Committee.

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 3 month period. When these corrections are made, the thesis will meet the standard and then will be ready for permanent binding and placement in the Library.

or

- (iii) (a) to award the degree after revisions have been made to the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee (who will be the Head of Department), by a specified date, and subject to satisfactory performance at the oral examination.

This recommendation is made when an examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. When the Head of Department acts as the nominee of the Oral Examiner, the nature of the revisions must be such that he or she can certify that compliance has been achieved. In such cases, the Head of Department may discuss the revisions with the Head of Department Nominee on the Examination Committee and/or the Main Supervisor. These changes can normally be made within a 3-6 month period.

or

- (b) to award the degree after revisions have been made to the thesis and/or corpus of creative work, to the satisfaction of the Examiner by a specified date, and subject to satisfactory performance at the oral examination.

This recommendation is made when an examiner concludes that the revisions required are not minor, but are substantive including re-analysis of data, or rewriting of chapters, or corrections of significant lapses in logic or coherence. The nature of the revisions must be such that subject-specific knowledge is required and the Examiner wishes to see and approve the changes. These changes can normally be made within a 3-6 month period.

or

- (iv) to permit the candidate to revise the thesis and/or corpus of creative work, and resubmit it for examination on one further occasion only.

This recommendation is made when an examiner concludes that the thesis is not yet of PhD standard. It will require either further research, rewriting of specific sections, reconceptualisation, and/or reorganisation in order to reach the required PhD standard. The candidate will be permitted to resubmit, normally within a 12 month period.

or

- (v) not to award the degree, but refer the thesis to the appropriate authority within the University for consideration of the award of another degree.

This recommendation is made when an examiner is of the opinion that the thesis has substantive flaws incompatible with the requirements of a PhD.

or

- (vi) not to award any degree.

- 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 the examiners' evaluations (Part 2 of the report) will be released to the candidate by the Graduate Centre once the Board of Graduate Studies has approved the Examination Committee's recommendation. At this stage, the candidate will not be informed of the names, or other identifying information, of their examiners. Part 2 of the report will also be released for the purpose of judging the Vice-Chancellor's Prize for Best Doctoral Thesis for those candidates who have been nominated. The Board of Graduate Studies (through the Dean of Graduate Studies) reserves the right to remove from an examiner's report made available to the candidate any material that it considers should not be released.

- i **Replacement of Examiners**

If a report has not been received within two months, the Graduate Centre will send a reminder to the examiner and advise him or her that unless the report is received within two further months the appointment of the examiner will be terminated. If the report has not been received within two months of the date of the reminder, the Board of Graduate Studies may appoint a replacement examiner.

- j **Consideration of Examiners' Reports**

Upon receipt of both of the examiners' reports, the Graduate Centre will provide copies for consideration by the Examination Committee. The examiners' reports will also be made available to the supervisor/s on a confidential basis. Supervisor/s may comment on the reports in writing to the Examination Committee on a confidential basis. The Examination Committee may also request clarification of issues raised in examiners' reports from the examiners and, if necessary, from supervisors. If the recommendations of the examiners are in conflict and the Examination Committee considers that the conflict may be resolved, the Chair may invite the two examiners to consult and to provide a written report or reports on the outcome of their consultations.

- k **Recommendation of the Examination Committee**

The Examination Committee will then make a report to the Board of Graduate Studies which includes the nature and outcome of any communications with the examiners and/or supervisor/s made under Clause 9j and which recommends one of the following:

- (i) to appoint one or more further independent Examiners to report on any areas of conflict

or

- (ii) to proceed to the Oral Examination

or

- (iii) to permit the candidate to revise the thesis and/or corpus of creative work, and resubmit it for examination on one further occasion only

or

- (iv) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree

or

- (v) not to award the degree.

- l **Further Examiners**

In the event that the examiners' reports are in serious conflict the Board of Graduate Studies may appoint further independent external examiners to report on any matters which it may specify. In this event the candidate will be kept informed, and Clauses 9f to 9i will apply for the reports of the further examiners.

- m **Oral Examination**

In the event that the Board of Graduate Studies accepts a recommendation to proceed to an oral examination, the following procedures will apply:

- (i) the Head of Department will arrange this examination
- (ii) the Board of Graduate Studies, on the recommendation of the Head of Department, will appoint a person to act as an independent Chair of the oral examination. The Chair must

- be a member of the academic staff of the University, but will not normally be a member of a faculty in which the candidate is registered
- (iii) the examination must be attended by the candidate, the Oral Examiner, the Chair and the Head of Department Nominee on the Examination Committee. The main supervisor may attend with the agreement of the candidate, but will not act as an examiner and may only participate to the extent requested by the Chair
  - (iv) subject to Clause 9h above, the Graduate Centre will forward copies of Part 2 of the examiners' reports to the candidate no fewer than five working days before the Oral Examination
  - (v) during the oral examination, the Oral Examiner and Head of Department Nominee will discuss with the candidate the subject of the thesis and relevant matters in the field or fields to which the subject belongs. The Oral Examiner will discuss with the candidate issues raised in the examiners' reports and ask questions of the candidate on behalf of the other examiner. The Head of Department Nominee will ensure that the External Examiner's comments and questions are discussed.

**n Recommendation of the Oral Examination**

On completion of the oral examination, the Chair will provide a written report and recommendation, endorsed by the Head of Department Nominee and the Oral Examiner, to the Board of Graduate Studies. The report will include one of the following recommendations:

*either*

- (i) to award the degree

*or*

- (ii) to award the degree after specified "minor corrections" (see Clause 9g(ii)) have been made to the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee (who may be the Main Supervisor), and by a specified date

*or*

- (iii) (a) to award the degree subject to revising part or parts of the thesis and/or corpus of creative work, to the satisfaction of the Oral Examiner or nominee (who will be the Head of Department), by a specified date

*or*

- (b) to award the degree subject to revising part or parts of the thesis and/or corpus of creative work, to the satisfaction of the Examiner or Examiners by a specified date

*or*

- (iv) to permit the candidate to revise the thesis and/or corpus of creative work, and resubmit it for examination on one further occasion only, but only if the candidate has not already been permitted to revise and resubmit under Clause 9k(iii)

*or*

- (v) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree

*or*

- (vi) not to award the degree.

In the case of recommendations 9n(iii) and 9n(iv), the report must also state clearly the nature of the revisions recommended.

**o When Minor Corrections are Required**

In the event that the Board of Graduate Studies requires the candidate to undertake minor corrections the following provisions apply:

- (i) the Head of Department Nominee of the Oral Examination, in consultation with the Oral Examiner or nominee (who may be the Main Supervisor), will prepare a written report detailing the minor corrections required
- (ii) the Head of Department Nominee will ensure that the candidate is provided with a copy of the required minor corrections, and the specified date for the corrections to be completed by
- (iii) if the required minor corrections are completed to the satisfaction of the Oral Examiner or nominee (who may be the Main Supervisor) by the specified date, that person will notify the School of Graduate Studies that the degree may be awarded
- (iv) in cases where the Oral Examiner or nominee (who may be the Main Supervisor) reports that the minor corrections were not completed to their satisfaction or by the specified date, the Examination Committee will consider the evidence and will make a report and recommendation to the Board of Graduate Studies.

**p When Revisions are Required**

In the event that the Board of Graduate Studies requires the candidate to undertake revisions to the satisfaction of the Oral Examiner or nominee (who will be Head of Department), or to the satisfaction of the Examiner, the following provisions apply:

- (i) the Head of Department Nominee of the Oral Examination, in consultation with the Oral



Examiner or nominee (who will be Head of Department), or the Examiner, will prepare a written report detailing the revisions required

- (ii) the Head of Department Nominee will ensure that the candidate is provided with a copy of the required revisions, and the specified date for the revisions to be completed by
- (iii) if the required revisions are completed to the satisfaction of the Oral Examiner or nominee (who will be the Head of Department), or the Examiner, by the specified date, that person will notify the School of Graduate Studies that the degree may be awarded
- (iv) in cases where the Oral Examiner or nominee (who will be Head of Department) or the Examiner reports that the revisions were not completed to their satisfaction or by the specified date, the Examination Committee will consider the evidence and will make a report and recommendation to the Board of Graduate Studies. This recommendation may include the need to undertake further revisions.

q **When Revision and Resubmission are Permitted**

In the event that the Board of Graduate Studies requires the candidate to revise the thesis and/or corpus of creative work, for resubmission, either prior to or following an oral examination, the following provisions apply:

- (i) if an oral examination has already been held, a copy of the report of the oral examination will be sent to the Examination Committee
- (ii) the Examination Committee will agree on the date by which the thesis is to be resubmitted and the nature of the revisions recommended, and will convene a meeting with the candidate and supervisor/s to discuss these revisions. Both the revisions and the date are then to be reported in writing by the Chair of the Examination Committee to the Graduate Centre for approval by the Board of Graduate Studies and formal communication to the candidate. The date of resubmission may not be more than 12 months from the date of the oral examination or, in the case of a recommendation under Clause 9k(iii), not more than 12 months from the date the examiners' reports were forwarded to the Examination Committee by the Graduate Centre
- (iii) the candidate is required to enrol and pay the prescribed tuition and research fees from the month in which the decision was made to the month in which the thesis is to be resubmitted. The registration of the candidate is to continue under the conditions applying at the first date of submission
- (iv) if the thesis is not resubmitted by the prescribed date, the registration of the candidate will normally be terminated
- (v) upon resubmission, the revised thesis is to be examined as a whole by the same examiners in accordance with the provisions of this Clause, excepting that a further resubmission may not be recommended and that the Examination Committee may recommend that a second oral examination not be held. If one or both of the original examiners is unavailable to re-examine the thesis the Board of Graduate Studies will appoint alternative examiners
- (vi) upon receipt of both of the examiners' reports, the Graduate Centre will provide copies of the new examiners' reports, the original examiners' reports and the report of the oral examination (if held) to the Examination Committee and to the supervisor/s on a confidential basis. The procedure followed by the Examination Committee will be that in Clause 9j. Following consideration of all examiners' reports the Examination Committee will make a report to the Board of Graduate Studies which includes the nature and outcome of any communications with the examiners and/or supervisor/s made under Clause 9j. In the case where an oral examination has not already been held the Examination Committee report must recommend that either an oral examination be held or the degree not be awarded. If an oral examination is to be held, the examiners' evaluations of the revised thesis (Part 2 of the report) will be released to the candidate by the Graduate Centre once the Board of Graduate Studies has approved the Examination Committee's recommendation no fewer than five working days before the oral examination. In the case where an oral examination has previously been held the Examination Committee report must recommend one of the following:
  - (a) to proceed to a second oral examination (in which case Clause 9m(iv) applies)
  - or
  - (b) to award the degree
  - or
  - (c) to award the degree after specified "minor corrections" (see Clause 9g(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), by a specified date
  - or
  - (d) to refer the thesis to the appropriate authority within the University for consideration of the award of another degree
  - or
  - (e) not to award the degree.



**r Final Decision**

After considering all of the reports of the examiners and the Examination Committee the Board of Graduate Studies will make the final decision as to the award of the degree.

**s Copies for Deposit**

- (i) On successful completion of the examination, candidates will be required to deposit two hardbound copies of the thesis and one digital copy, corrected or revised as may be required, with the Graduate Centre. The degree will not be conferred until the candidate has complied with this requirement.
- (ii) When two hardbound copies and a digital copy of the PhD thesis are deposited, these must be accompanied by a statutory declaration signed by the candidate stating that the hardbound copies and the digital copy are the same.
- t (i) The digital thesis deposited shall be formatted as specified in the *Guidelines for Formatting a Digital Thesis* at The University of Auckland.
- (ii) A thesis which is deposited in digital form will be accessible through the University's digital repository, unless embargoed under Clause 24 of the Examination Regulations.

**Appeals****10 As to Registration**

- a Candidates, supervisors or Heads of Department may appeal against any decision of the Board of Graduate Studies made under Clauses 4, 5, 7 or 8 of this Statute, normally within three months of the making of the decision, on the grounds that:
  - (i) relevant information which was not available to the Board of Graduate Studies at the time of its making the decision has since become available
  - and/or
  - (ii) the procedure adopted in arriving at the decision was unfair. The appeal must state clearly all grounds relied on by the appellant and all relevant documentation must be attached.
- b Any appeal made under Clause 10a will be considered by the Chair of the Board of Graduate Studies, or their nominee, who may seek further information relating to the grounds of the appeal and shall notify the candidate of such information before making any decision. The Chair shall give a written decision outlining the reason(s) for the decision. A decision:
  - (i) grounded on the lack of relevant information shall be final
  - or
  - (ii) grounded on procedural unfairness may be further appealed within six months after the decision is made to the Vice-Chancellor (or nominee) whose decision shall be final.

**As to Examination**

- c If a PhD candidate believes that he or she has been significantly disadvantaged by the examination process, or by any part of the examination process, then a written appeal may be made to the Board of Graduate Studies, setting out the grounds of the appeal. All relevant documents relied upon must be submitted with the appeal.
- d Any appeal as to examination process must be lodged within three months of the result of the examination being officially communicated to the candidate. The appeal document must state clearly all grounds relied on and include all relevant documents.
- e In the case of appeals as to examination process:
  - (i) the Chair of the Board of Graduate Studies will undertake a preliminary investigation and determine if there are grounds for the appeal to be taken to a further stage
  - (ii) if there are grounds for further consideration of an appeal, this will be undertaken by two members of the Board of Graduate Studies who have not been involved in the examination process who will make a recommendation to the Vice-Chancellor
  - (iii) the candidate will be provided with a copy of the recommendation to the Vice-Chancellor and will have the opportunity to respond to the recommendation
  - (iv) the decision of the Vice-Chancellor will be final and may involve a re-examination of the work.

**Dispute Resolution Procedures**

- 11 Disputes are to be resolved according to the policy *Resolution of Research Problems: Postgraduate Research Students*.

**Transitional Arrangements**

- 12 a This Statute came into force on 1 January 2011 and revoked the previous Statute for the Degree of Doctor of Philosophy. It was further amended by the Board of Graduate Studies and Senate in August 2011.
- b For candidates initially registered under a previous statute, the Board of Graduate Studies may agree to vary the application of the provisions of this Statute to ensure consistency with the provisions of the statute under which the candidate was enrolled, where it is satisfied that the candidate would otherwise be at a disadvantage.

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## The Degree of Doctor of Literature – LittD

- 1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Literature shall be a graduate of The University of Auckland, or of a university of New Zealand.
  - 2 No candidate shall present himself or herself for the Degree of Doctor of Literature until at least eight years after graduation to his or her first degree.
  - 3 The Degree of Doctor of Literature shall be awarded for an original contribution (or contributions) of special excellence to linguistics, literary, philosophical, social or historical knowledge.
  - 4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation.
  - 5 No work shall be considered for the Degree if the work, or major portion thereof, has previously formed the basis of an award of any degree or diploma in this or any other university.
  - 6 A candidate shall make application in writing to be examined, and such application, accompanied by the fees prescribed in the Fees Statute, shall be lodged with the Registrar together with:
    - a three copies of the work to be examined
    - and
    - b a statutory declaration which shall:
      - (i) state the extent to which the work is the candidate's own, and (in the case of a conjoint work) identify as clearly as possible which parts are the candidate's own
      - and
      - (ii) state what portion (if any) of the work submitted has been previously presented for a degree or diploma of The University of Auckland or any other university
      - and
      - (iii) declare that the work in substantially its present form has not been previously accepted for the award of a degree or diploma in this or any other university and is not being concurrently submitted for a degree or diploma in any other university.
  - 7 The examination shall be carried out in accordance with the Procedure for the Examination of Higher Degrees, as determined by Council from time to time after considering any recommendations from Senate and published as a supplement to this Statute.
- 

## The Degree of Doctor of Science – DSc

- 1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Science shall be a graduate of The University of Auckland, or of a university of New Zealand.
- 2 No candidate shall present himself or herself for the Degree of Doctor of Science until at least eight years after graduation to his or her first degree.
- 3 The Degree of Doctor of Science shall be awarded for an original contribution (or contributions) of special excellence in some branch of pure or applied science.
- 4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation.
- 5 No work shall be considered for the Degree if the work, or a major portion thereof, has previously formed the basis of an award of any degree or diploma in this or any other university.
- 6 A candidate shall make application in writing to be examined, and such application, accompanied by the fees prescribed in the Fees Statute, shall be lodged with the Registrar together with:
  - a three copies of the work to be examined
  - and
  - b a statutory declaration which shall:
    - (i) state the extent to which the work is the candidate's own, and (in the case of a conjoint work) identify as clearly as possible which parts are the candidate's own
    - and
    - (ii) state what portion (if any) of the work submitted had been previously presented for a degree or diploma of The University of Auckland or any other university
    - and
    - (iii) declare that the work in substantially its present form has not been previously accepted for the award of a degree or diploma in this or any other university and is not being concurrently submitted for a degree or diploma in any other university.

- 7 The examination shall be carried out in accordance with the Procedure for the Examination for Higher Degrees, as determined by Council from time to time after considering any recommendations from Senate and published as a supplement to this Statute.
- 

## The Degree of Doctor of Laws – LLD

- 1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Laws shall be a graduate of The University of Auckland, or of a university of New Zealand.
  - 2 No candidate shall present himself or herself for the Degree of Doctor of Laws until at least eight years after graduation to his or her first degree.
  - 3 The Degree of Doctor of Laws shall be awarded for an original contribution (or contributions) of special excellence to the history, philosophy, exposition or criticism of law.
  - 4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation, but in addition to the published work the candidate may submit unpublished work in support of the application.
  - 5 No work shall be considered for the Degree if the work or a major portion of it has previously formed the basis of an award of any degree or diploma in this or any other university.
  - 6 Written application to be examined for the Degree, accompanied by the fees prescribed in the Fees Statute, shall be lodged with the Registrar together with:
    - a three copies of the work to be examined
    - and
    - b a statutory declaration which shall:
      - (i) state the extent to which the work is the candidate's own, and (in the case of a conjoint work) identify as clearly as possible which parts are the candidate's own
      - and
      - (ii) state what portion (if any) of work submitted has been previously presented for a degree or diploma of The University of Auckland or any other university
      - and
      - (iii) declare that the work in substantially its present form has not been previously accepted for the award of a degree or diploma in this or any other university and is not being concurrently submitted for a degree or diploma in any other university.
  - 7 The examination shall be carried out in accordance with the Procedure for the Examination of Higher Degrees, as determined by Council from time to time after considering any recommendations from Senate and published as a supplement to this Statute.
- 

## The Degree of Doctor of Engineering – DEng

- 1 Other than in exceptional circumstances, a candidate for the Degree of Doctor of Engineering shall be a graduate of The University of Auckland, or of a university of New Zealand.
- 2 No candidate shall present himself or herself for the Degree of Doctor of Engineering until at least eight years after graduation to his or her first degree.
- 3 The Degree of Doctor of Engineering shall be awarded for an original contribution (or contributions) of special excellence in some branch of engineering or technology.
- 4 The Degree shall be awarded only on work, whether sole or conjoint, published in book form or in scholarly journals in general circulation or as designs and inventions; but in addition to the published work the candidate may submit unpublished work in support of the application.
- 5 No work shall be considered for the Degree if the work, or major portion thereof, has previously formed the basis of an award of any degree or diploma in this or any other university.
- 6 Written application to be examined for the Degree, accompanied by the fees prescribed in the Fees Statute, shall be lodged with the Registrar together with:
  - a three copies of the work to be examined
  - and
  - b a statutory declaration which shall:
    - (i) state the extent to which the work is the candidate's own, and (in the case of a conjoint work) identify as clearly as possible which parts are the candidate's own
    - and

- (ii) state what portion (if any) of work submitted has been previously presented for a degree or diploma of The University of Auckland or any other university
  - and*
  - (iii) declare that the work in substantially its present form has not been previously accepted for the award of a degree or diploma in this or any other university and is not being concurrently submitted for a degree or diploma in any other university.
- 7 The examination shall be carried out in accordance with the Procedure for the Examination of Higher Degrees, as determined by Council from time to time after considering any recommendations from Senate and published as a supplement to this Statute.

## Procedure for the Examination of Higher Degrees

- 1 This procedure applies to the examination of the Degrees of Doctor of Literature, Doctor of Laws, Doctor of Science and Doctor of Engineering.
- 2 As soon as possible after an application to be examined has been lodged, Senate or its delegate shall appoint a subcommittee consisting of the Dean of the relevant Faculty (or nominee), one Professor from a Department appropriate to the application, and another Professor from the Faculty concerned to make recommendations as to not fewer than five persons in the field covered by the work, who are not members of staff of The University of Auckland, and who might be suitable as either the moderator or examiners for the work.
- 3 Senate or its delegate shall appoint a Moderator from the persons recommended by the subcommittee constituted under Regulation 2 who will:
  - a consider the work and submit, through the Registrar, a preliminary report, which shall indicate whether, in his or her opinion, the examination should proceed and, if so,
  - either*
  - b state which of the other persons recommended by the subcommittee are suitable examiners in the field covered by the work
  - or*
  - c if other persons are more appropriate, provide their names to the Registrar.
- 4 Upon receipt of the report of the Moderator Senate shall decide whether to proceed with the examination. If Senate determines that the examination shall not proceed or that the Degree shall not be awarded (Regulation 8) the candidate may not lodge a further application to be examined for a higher degree until a period of five years or more has elapsed from the date of Senate's decision. If the examination is not to proceed the candidate shall be entitled to a refund of one half of the fees paid.
- 5
  - a If the examination is to proceed Senate shall appoint two independent External Examiners of whom at least one shall be resident outside New Zealand, provided that Senate may in its discretion appoint an additional Examiner who may be a member of the teaching staff of The University of Auckland.
  - b The contents of the Moderator's report shall not be communicated to the Examiners.
- 6 The duties of each Examiner shall be:
  - a to report independently on the quality of the work and its value as a significant contribution to learning
  - and*
  - b to recommend whether or not the Degree shall be awarded. Where the recommendation is that the Degree shall not be awarded, the examiner may recommend that the candidate be permitted to resubmit the work with further published work at a later date. A resubmission shall be accompanied by a further full examination fee.
- 7 All reports and other communications shall be sent to the Registrar who shall refer them to the Moderator.
- 8 The Moderator shall consider the reports of the Examiners and prepare a final report based upon them which, together with the reports of the Examiners, shall be placed before Senate and Senate shall determine whether or not the Degree shall be awarded.
- 9 Notwithstanding anything in Regulation 8 of these Regulations the Moderator shall, where only two examiners have been appointed and their recommendations are conflicting, submit to Senate the name of a further person qualified to act as an Examiner and in such case Senate shall appoint the person so named or some other suitable person to be an additional Examiner to furnish an independent report in accordance with the provisions of Regulation 6 of these Regulations, which shall be considered by Senate together with other reports.

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## 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 the Student Information Centre in The ClockTower or relevant faculty student centre.*

*Where courses in the following Course Prescriptions are listed with an 'A' and a 'B' option, this means that, if they are offered, they will be taught over two semesters and students must enrol in both Part A and Part B in order to complete and, where successful, be credited with the course. Courses with no 'A' or 'B' designation are taught over one semester.*

*The Prescriptions are listed by faculty, in alpha-numeric order by subject title and should be read in conjunction with the relevant regulations.*

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## Faculty of Arts

### Academic English Studies

#### Foundation Courses

#### ACADENG 91F 15 Points Academic Literacy 1

This foundation course is designed to develop students' language and study skills necessary for academic study across all disciplines. The course integrates reading and writing skills. The skills required for reading comprehension and note-making, summary writing, essay planning, drafting and editing essays form the core elements. In addition, the course focuses on strategies for developing vocabulary, and key aspects of grammar. *Restriction: ESOL 10W, ESOL 91F*

#### ACADENG 92F 15 Points Academic Literacy 2

Designed to further students' language and study skills for academic study. The reading and writing skills introduced in ACADENG 91F are developed to a higher level of competence with further development of vocabulary and grammar. *Restriction: ESOL 10W, ESOL 91F*

#### Stage I

#### ACADENG 100 15 Points Forms in Academic English

Focuses on developing an understanding of academic reading and writing, including sentence and paragraph structure and academic vocabulary, and aims to develop strategies for employing these for effective reading and writing of academic texts. Develops an understanding of broad principles and practices of academic discourse at university level.

*Restriction: May not be taken if ESOL 201 or 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*

#### ACADENG 101 15 Points Academic English Writing

Teaches students the skills necessary to write essays of exposition and argument for university purposes. It includes brainstorming, writing an outline, structuring an essay, integrating quotations, summaries and referencing.

*Restriction: May not be taken if ESOL 201 or 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*

#### ACADENG 102 15 Points Academic English Listening and Reading

Focus is on the listening, reading, note-taking and summary writing skills, and strategies needed for academic study at tertiary level.

*Restriction: This course is available only to students who speak English as an additional language*

#### ACADENG 103 15 Points Academic Presentations

Develops students' ability to present on academic topics. Students learn how to organise the content of academic presentations, the required skills for effective delivery and dealing with questions. Students learn to present: definitions of concepts, explanations of processes or procedures, descriptions of problems

and solutions. They also learn how to give a data presentation.

*Restriction: 180.100, ESOL 200, ACADENG 200*

#### Stage II

#### ACADENG 201 15 Points Advanced Academic Written English

Develops skills required for academic writing at advanced undergraduate level. Writing and editing skills are emphasised, as well as the conventions of key academic text types. Language features studied include register, style, cohesion, and logical connections between information and arguments. Covers expository and evaluative essays and empirical research reports.

*Prerequisite: ESOL 101 or ACADENG 101 or Departmental approval*

*Restriction: ESOL 201. This course is available only to students who speak English as an additional language*

#### ACADENG 202 15 Points Practical English Phonology

Introduces key concepts of the phonological systems of English. Develops an understanding of how these function in the pronunciation of English, through learning to transcribe from oral texts with the use of models of native English text to develop English pronunciation.

*Restriction: ESOL 202. This course is available only to students who speak English as an additional language*

#### ACADENG 210 15 Points Writing Research Reports

Aims to develop skills needed for writing research and laboratory reports. It covers key stages in writing a standard report and the language patterns associated with each of these stages. Course components include writing the literature review, methodology, results and discussion sections of a report, dissertation or thesis.

*Prerequisite: ESOL 101 or ACADENG 101 or Departmental approval*

*Restriction: ESOL 210. This course is available only to students who speak English as an additional language*

#### ACADENG 211 15 Points Advanced Academic Seminar Discussion and Argumentation

Aims to develop students' ability to participate actively in tutorial and seminar discussions. Students learn the skills and strategies required to join in a discussion. They learn how to intervene to clarify information, express their views and develop lengthy arguments and explanations when contributing to discussions.

*Prerequisite: ESOL 101 or ESOL 102 or Departmental approval*

*Restriction: ESOL 211, 200, ACADENG 200. This course is available only to students who speak English as an additional language*

#### ACADENG 212 15 Points Special Topic

*Restriction: ESOL 212. This course is available only to students who speak English as an additional language*

### Ancient History

#### Stage I

#### ANCHIST 100 15 Points Ancient Egyptian History

A broad overview of ancient Egyptian society and history. It encompasses the approximately 2000 years



between the early period of formation of the state of Egypt and the end of the New Kingdom. A focus on political history forms the framework for discussions of the art, literature, and religion of the period.

**ANCHIST 102** **Ancient Greek History** **15 Points**

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.

**ANCHIST 103** **Roman History** **15 Points**

An introduction to the civilisation and history of Ancient Rome, with particular reference to the Republic and Early Empire.

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**Stage II**

**ANCHIST 200** **Egypt in Dynasty XVIII** **15 Points**

The cosmopolitan nature of ancient Egypt during the era of its imperial expansion and its consciousness as a world power. Topics covered include the social, political, and economic ramifications of this sudden change in Egypt's role in the ancient world. The emergence of new religious directions will also be discussed, among which are the state cults of Amun-Re and the religious monotheism of Akhenaton.

*Prerequisite:* ANCHIST 100

*Restriction:* ANCHIST 300

**ANCHIST 202** **Greece and Persia** **15 Points**

A study of the contacts and conflicts between Greece and Persia 560-323BC.

*Prerequisite:* ANCHIST 102

*Restriction:* ANCHIST 302

**ANCHIST 210** **Egyptian Language 1A** **15 Points**

A study of the Egyptian language, hieroglyphic writing and selected documents up to Dynasty 18.

*Prerequisite:* ANCHIST 100

**ANCHIST 220** **Egyptian Language 1B** **15 Points**

Further study of the Egyptian language, hieroglyphic writing and selected documents up to Dynasty 18.

*Prerequisite:* ANCHIST 210

**ANCHIST 222** **Ancient Greek Tyranny** **15 Points**

A study of the lives and achievements of individual tyrants in order to establish the causes and effects of the phenomenon of tyranny, and an evaluation of Greek views of tyranny.

*Prerequisite:* ANCHIST 102

*Restriction:* ANCHIST 322

**ANCHIST 230** **Egypt in Dynasties XI-XVII** **15 Points**

Covers the history of Egypt during one major phase of unification, the Middle Kingdom, as well as the First and Second Intermediate Periods. Topics analysed include the rise of imperialism in the south (Nubia), the importance of literature of propaganda as a social bond of loyalty, the conquest of the north by the Asiatic Hyksos, and the new artistic style of portraiture.

*Prerequisite:* ANCHIST 100

*Restriction:* ANCHIST 330

**ANCHIST 251** **15 Points**

**Icon and Narrative: Egypt, Greece, and the Aegean**

A study of key periods and cultural developments in the art and archaeological remains of Egypt (from the Predynastic Period to the New Kingdom) and Greece and the Aegean island cultures of the Bronze Age (from c. 4000 BC to c. 1000 BC).

*Prerequisite:* 15 points at Stage I in Ancient History or Classical Studies, or ARTHIST 106

*Restriction:* ANCHIST 351

**ANCHIST 252** **Egyptian Religion** **15 Points**

A study of ancient Egyptian religion from the Early Dynastic period through to the end of the Late Period. The course will examine religious practice as well as religious thought, and will consider the patterns of belief throughout the ancient period of Egypt's history.

*Prerequisite:* ANCHIST 100

*Restriction:* ANCHIST 352

**ANCHIST 253** **Early Egypt** **15 Points**

Covers the earliest periods of Egypt's development from the prehistoric period to the end of the Old Kingdom. This course focuses on the lead-up to state formation and the great Pyramid Age that followed.

*Prerequisite:* ANCHIST 100

*Restriction:* ANCHIST 353

**ANCHIST 254** **Early Rome** **15 Points**

A study of the earliest development of ancient Rome using written sources but with special emphasis on archaeological evidence.

*Prerequisite:* ANCHIST 103

*Restriction:* ANCHIST 354

**ANCHIST 255** **The Later Roman Empire** **15 Points**

A study of the Roman empire between the third and sixth centuries CE. Topics covered include the social, economic and political crises of the period, encounters and struggles between Romans and barbarians, the conflict between Paganism and Christianity, and the emergence of the barbarian kingdoms in the West and the Byzantine empire in the East.

*Prerequisite:* ANCHIST 102 or 103

*Restriction:* ANCHIST 355

**ANCHIST 256** **The Ancient World at War** **15 Points**

Provides an in-depth analysis of the role of the military in ancient Egypt, Greece and Rome. The physical evidence of warfare as well as chronological development of warfare within each society will be discussed. An additional theme will be the interweaving of the social and cultural impact of warfare and the army upon these civilisations.

*Prerequisite:* ANCHIST 100 or 102 or 103

*Restriction:* ANCHIST 356

**ANCHIST 257** **Special Topic in Egyptian History** **15 Points**

*Prerequisite:* ANCHIST 100

*Restriction:* ANCHIST 357

**ANCHIST 258** **Fifth Century Athens** **15 Points**

The social, economic, political, and ideological development of Athens and Athenian democracy in



the fifth century BC; the course will consider both literary sources and archaeological material.

*Prerequisite:* ANCHIST 102

*Restriction:* ANCHIST 358

#### **ANCHIST 259 15 Points**

##### **Special Topic in Roman History**

*Prerequisite:* ANCHIST 103

*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:* ANCHIST 103

*Restriction:* ANCHIST 203, 213, 360

#### **ANCHIST 261 15 Points**

##### **Special Topic**

*Prerequisite:* ANCHIST 100

*Restriction:* ANCHIST 361

#### **ANCHIST 262 15 Points**

##### **Special Topic: 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 from ANCHIST 100, 102 or 103

*Restriction:* ANCHIST 362

#### **ANCHIST 263 15 Points**

##### **Special Topic**

*Prerequisite:* ANCHIST 103

*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:* ANCHIST 100 and 15 points at Stage II in 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:* ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek

*Restriction:* ANCHIST 202

#### **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 stela.

*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:* ANCHIST 103 and 15 points at Stage II in either Ancient History or Classical Studies, or 30 points at Stage II in Latin

*Restriction:* ANCHIST 753

#### **ANCHIST 322 15 Points**

##### **Ancient Greek Tyranny**

A study of the lives and achievements of individual Greek tyrants in order to establish the causes and effects of the phenomenon of tyranny, and an evaluation of Greek views of tyranny.

*Prerequisite:* ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek

*Restriction:* ANCHIST 222

#### **ANCHIST 324 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:* ANCHIST 102 and 15 points at Stage II in either Ancient History or Classical Studies, or 30 points at Stage II in Greek

*Restriction:* ANCHIST 752

#### **ANCHIST 330 15 Points**

##### **Egypt in Dynasties XI-XVII**

Covers the history of Egypt during one major phase of unification, the Middle Kingdom, as well as the First and Second Intermediate Periods. Topics analysed include the rise of imperialism in the south (Nubia), the importance of literature of propaganda as a social bond of loyalty, the conquest of the north by the Asiatic Hyksos, and the new artistic style of portraiture.

*Prerequisite:* ANCHIST 100 and 15 points at Stage II in 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 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 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:* ANCHIST 100 and 15 points at Stage II in Ancient History  
*Restriction:* ANCHIST 252
- ANCHIST 353** 15 Points  
**Early Egypt**  
 Covers the earliest periods of Egypt's development from the prehistoric period to the end of the Old Kingdom. This course focuses on the lead-up to state formation and the great Pyramid Age that followed.  
*Prerequisite:* ANCHIST 100 and 15 points at Stage II in Ancient History  
*Restriction:* ANCHIST 253
- ANCHIST 354** 15 Points  
**Early Rome**  
 A study of the earliest development of ancient Rome, using written sources but with special emphasis on archaeological evidence.  
*Prerequisite:* ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin  
*Restriction:* ANCHIST 254
- ANCHIST 355** 15 Points  
**The Later Roman Empire**  
 A study of the Roman Empire between the third and sixth centuries CE. Topics covered include the social, economic and political crises of the period, encounters and struggles between Romans and barbarians, the conflict between Paganism and Christianity, and the emergence of the barbarian kingdoms in the West and the Byzantine empire in the East.  
*Prerequisite:* ANCHIST 102 or 103, and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek or Latin  
*Restriction:* ANCHIST 255
- ANCHIST 356** 15 Points  
**The Ancient World at War**  
 Provides an in-depth analysis of the role of the military in ancient Egypt, Greece and Rome. The physical evidence of warfare as well as chronological development of warfare within each society will be discussed. An additional theme will be the interweaving of the social and cultural impact of warfare and the army upon these civilisations.  
*Prerequisite:* ANCHIST 100 or 102 or 103, and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek or Latin  
*Restriction:* ANCHIST 256
- ANCHIST 357** 15 Points  
**Special Topic in Egyptian History**  
*Prerequisite:* ANCHIST 100 and 15 points at Stage II in Ancient History  
*Restriction:* ANCHIST 257
- ANCHIST 358** 15 Points  
**Fifth Century Athens**  
 The social, economic, political, and ideological development of Athens and Athenian democracy in the fifth century BC; the course will consider both literary sources and archaeological material.  
*Prerequisite:* ANCHIST 102 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Greek  
*Restriction:* ANCHIST 258

- ANCHIST 359** 15 Points  
**Special Topic in Roman History**  
*Prerequisite:* ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin  
*Restriction:* ANCHIST 259
- ANCHIST 360** 15 Points  
**Roman Revolutions**  
 Covers the history, politics, society and culture of Rome during the late Republic and early Imperial periods. Topics include the army, religion, family, sexuality, literature, art and the life of the provinces, set against the dramatic breakdown of old systems of government and their replacement with a new model of rule.  
*Prerequisite:* ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin  
*Restriction:* ANCHIST 260, 303, 313
- ANCHIST 361** 15 Points  
**Special Topic**  
*Prerequisite:* ANCHIST 100 and 15 points at Stage II in Ancient History  
*Restriction:* ANCHIST 261
- ANCHIST 362** 15 Points  
**Special Topic: 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 from ANCHIST 100, 102 or 103 and 15 points at Stage II in Ancient History  
*Restriction:* ANCHIST 262
- ANCHIST 363** 15 Points  
**Special Topic**  
*Prerequisite:* ANCHIST 103 and 15 points at Stage II in Ancient History, or 30 points at Stage II in Latin  
*Restriction:* ANCHIST 263
- ANCHIST 377** 15 Points  
**Ancient History Study Abroad**  
 Study abroad on archaeological sites in Greece, Italy and the Mediterranean area.  
*Prerequisite:* 30 points at Stage II in Ancient History and permission of the Head of Department  
*Restriction:* CLASSICS 377

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### Postgraduate 700 Level Courses

- ANCHIST 701** 15 Points  
**Egyptian Civilisation Topic 1**  
 A study of key periods or important themes in the development of ancient Egypt.
- ANCHIST 702A** 15 Points  
**ANCHIST 702B** 15 Points  
**Graeco-Roman Egypt**  
 A study of Egypt from 331 BC, focusing on government, society and religion under the Ptolemies.  
*To complete this course students must enrol in ANCHIST 702 A and B*

<b>ANCHIST 703A</b>	<b>15 Points</b>
<b>ANCHIST 703B</b>	<b>15 Points</b>
<b>Roman Imperialism</b>	
A study of ideas which motivated and justified imperial expansion under the Roman Republic.	
<i>To complete this course students must enrol in ANCHIST 703 A and B</i>	
<b>ANCHIST 704</b>	<b>15 Points</b>
<b>ANCHIST 704A</b>	<b>7.5 Points</b>
<b>ANCHIST 704B</b>	<b>7.5 Points</b>
<b>Egyptian Civilisation Topic 2</b>	
A study of key periods or important themes in the development of ancient Egypt.	
<i>To complete this course students must enrol in ANCHIST 704 A and B, or ANCHIST 704</i>	
<b>ANCHIST 707A</b>	<b>15 Points</b>
<b>ANCHIST 707B</b>	<b>15 Points</b>
<b>Art and Propaganda in Egypt</b>	
A detailed study of the wall reliefs and accompanying inscriptions from Ancient Egypt, from Unification to the Ptolemaic period.	
<i>To complete this course students must enrol in ANCHIST 707 A and B</i>	
<b>ANCHIST 708</b>	<b>15 Points</b>
<b>Topic in Greek Civilisation 1</b>	
A study of key periods or important themes in the development of ancient Greece.	
<b>ANCHIST 709</b>	<b>15 Points</b>
<b>Topic in Greek Civilisation 2</b>	
A study of key periods or important themes in the development of ancient Greece.	
<b>ANCHIST 711</b>	<b>15 Points</b>
<b>Topic in Roman Civilisation 1</b>	
A study of key periods or important themes in the development of ancient Rome.	
<b>ANCHIST 714</b>	<b>15 Points</b>
<b>Topic in Roman Civilisation 2</b>	
A study of key periods or important themes in the development of ancient Rome.	
<b>ANCHIST 715</b>	<b>15 Points</b>
<b>Athenian Revolutionaries</b>	
Studies the personalities who revolutionised Athenian politics, society and culture in the late fifth century BC, through close reading of contemporary historical, philosophical and dramatic texts. Discusses figures such as Alcibiades and Critias who provoked political crises in 411 and 404, the underlying moral revolution linked to the Sophists and Socrates, and its expression in Euripides' and Aristophanes' radically new theatre.	
<b>ANCHIST 716</b>	<b>15 Points</b>
<b>Picturing Archaic Greece</b>	
Examines a wide range of visual images from the archaic period in Greece, with particular reference to vase painting, in an attempt to gain a deeper understanding of the time from the seventh into the early fifth century for which there is little textual documentation. Will be of value to those interested in the history of art, archaeology, and the history of ideas, as well as ancient history and classical studies.	
<b>ANCHIST 717</b>	<b>15 Points</b>
<b>Special Topic: Warfare in the Greek World</b>	
Explores the social, economic and political aspects of war and warfare in Greek antiquity from the epic poems of Homer to the rise of Sparta and Athens	

to the conquests of Alexander and the wars of his successor kingdoms. The course will focus on the ways in which war interacted with and affected social, economic and political aspects of the ancient Greek world.

#### **ANCHIST 718** **15 Points** **Roman Britain**

Explores the Roman period in Britain utilising both the archaeological record and literary sources. In addition to particular topics (for example, religion, warfare), special attention will be given to analysis of Britain's position within both a wider Mediterranean empire and an Iron Age, northern European world.

#### **ANCHIST 719** **30 Points**

#### **ANCHIST 719A** **15 Points**

#### **ANCHIST 719B** **15 Points**

#### **Special Study**

*To complete this course students must enrol in ANCHIST 719 A and B, or ANCHIST 719*

#### **ANCHIST 721** **15 Points**

#### **Special Topic**

Study Abroad on archaeological sites in Egypt.

*Prerequisite: Departmental permission*

*Restriction: ANCHIST 377*

#### **ANCHIST 722** **30 Points**

#### **ANCHIST 722A** **15 Points**

#### **ANCHIST 722B** **15 Points**

#### **A Topic in Spartan History**

A study of a period of time or of selected topics in the history of Sparta 800-362 BC.

*To complete this course students must enrol in ANCHIST 722 A and B, or ANCHIST 722*

#### **ANCHIST 724** **30 Points**

#### **ANCHIST 724A** **15 Points**

#### **ANCHIST 724B** **15 Points**

#### **Egyptian Language (Higher)**

Passages in the original language will be set for translation, study and interpretation.

*To complete this course students must enrol in ANCHIST 724 A and B, or ANCHIST 724*

#### **ANCHIST 725** **15 Points**

#### **Special Topic**

#### **ANCHIST 726** **15 Points**

#### **Early Rome**

Explores the changing character of Roman and Latin society from the Regal period down to the middle of the Roman Republic.

#### **ANCHIST 727** **15 Points**

#### **Special Study**

Directed reading and individual study on a topic approved by the Head of Department or Graduate Adviser.

#### **ANCHIST 728** **15 Points**

#### **Special Study**

Directed reading and individual study on a topic approved by the Head of Department or Graduate Adviser.

#### **ANCHIST 731** **15 Points**

#### **Hellenistic Civilisation**

A study of important developments in the Mediterranean area in the time after the death of Alexander the Great.



<b>ANCHIST 734</b> <b>Topic in Late Antiquity</b> A study of key aspects of Late Antiquity.	<b>15 Points</b>	<b>ANCHIST 752</b>	<b>30 Points</b>
<b>ANCHIST 735</b> <b>Topic in Ancient Religion</b> A study of selected belief systems and/or practices in the ancient Mediterranean world.	<b>15 Points</b>	<b>ANCHIST 752A</b>	<b>15 Points</b>
<b>ANCHIST 736</b> <b>Ancient Material Culture</b> A study of a selected category of material culture from the ancient Mediterranean world.	<b>15 Points</b>	<b>ANCHIST 752B</b> <b>Historians of Greece</b> A study of the Greek writers on Greek history. The authors will include Herodotus, Thucydides and Xenophon. <i>Restriction: ANCHIST 324</i> <i>To complete this course students must enrol in ANCHIST 752 A and B, or ANCHIST 752</i>	<b>15 Points</b>
<b>ANCHIST 738</b> <b>Topic in Ancient Thought</b> A study of key developments in the history of ideas in the ancient Mediterranean world.	<b>15 Points</b>	<b>ANCHIST 753</b>	<b>30 Points</b>
<b>ANCHIST 739</b> <b>Greek Language (Higher)</b> Passages in the original language will be set for translation, study and interpretation.	<b>15 Points</b>	<b>ANCHIST 753A</b>	<b>15 Points</b>
<b>ANCHIST 740</b>	<b>15 Points</b>	<b>ANCHIST 753B</b> <b>Historians of Rome</b> A study of the Greek and Latin writers on Roman history. The authors will include Livy, Sallust and Tacitus. <i>Restriction: ANCHIST 314</i> <i>To complete this course students must enrol in ANCHIST 753 A and B, or ANCHIST 753</i>	<b>15 Points</b>
<b>ANCHIST 740A</b>	<b>7.5 Points</b>	<b>ANCHIST 754</b>	<b>30 Points</b>
<b>ANCHIST 740B</b> <b>Egyptian Language Study</b> Passages in the Egyptian language relating to the thesis topic will be set for translation and explanation. <i>To complete this course students must enrol in ANCHIST 740 A and B, or ANCHIST 740</i>	<b>7.5 Points</b>	<b>ANCHIST 754A</b>	<b>15 Points</b>
<b>ANCHIST 741</b> <b>Latin Language (Higher)</b> Passages in the original language will be set for translation, study and interpretation.	<b>15 Points</b>	<b>ANCHIST 754B</b> <b>Egypt: Research Essays 1</b> A study of key periods or important themes in the development of ancient Egypt. <i>To complete this course students must enrol in ANCHIST 754 A and B, or ANCHIST 754</i>	<b>15 Points</b>
<b>ANCHIST 742</b>	<b>15 Points</b>	<b>ANCHIST 755</b> <b>Egypt: Research Essays 2</b> A study of key periods or important themes in the development of ancient Egypt. <i>Restriction: ANTHRO 355</i>	<b>30 Points</b>
<b>ANCHIST 742A</b>	<b>7.5 Points</b>	<b>ANCHIST 756</b>	<b>30 Points</b>
<b>ANCHIST 742B</b> <b>Greek Language Study</b> Passages in the Greek language relating to the thesis topic will be set for translation and explanation. <i>To complete this course students must enrol in ANCHIST 742 A and B, or ANCHIST 742</i>	<b>7.5 Points</b>	<b>ANCHIST 756A</b>	<b>15 Points</b>
<b>ANCHIST 743</b>	<b>15 Points</b>	<b>ANCHIST 756B</b> <b>Greece: Research Essays 1</b> A study of key periods or important themes in the development of ancient Greece. <i>To complete this course students must enrol in ANCHIST 756 A and B, or ANCHIST 756</i>	<b>15 Points</b>
<b>ANCHIST 743A</b>	<b>7.5 Points</b>	<b>ANCHIST 757</b>	<b>30 Points</b>
<b>ANCHIST 743B</b> <b>Latin Language Study</b> Passages in the Latin language relating to the thesis topic will be set for translation and explanation. <i>To complete this course students must enrol in ANCHIST 743 A and B, or ANCHIST 743</i>	<b>7.5 Points</b>	<b>ANCHIST 757A</b>	<b>15 Points</b>
<b>ANCHIST 744</b> <b>Internal Political History of the Ramesside Period</b> The historical and cultural background of Pharaonic Egypt during Dynasties 19-20 in which developments in kingship, religion (the Amun cult), and personal piety became the norms of society. <i>Restriction: ANCHIST 720</i>	<b>15 Points</b>	<b>ANCHIST 757B</b> <b>Greece: Research Essays 2</b> A study of key periods or important themes in the development of ancient Greece. <i>To complete this course students must enrol in ANCHIST 757 A and B, or ANCHIST 757</i>	<b>15 Points</b>
<b>ANCHIST 745</b> <b>External History of the Ramesside Period</b> A concentrated study of the socio-historical changes in Dynasties 19-20 with emphasis upon the new political and military stresses experienced in these Dynasties. <i>Restriction: ANCHIST 720</i>	<b>15 Points</b>	<b>ANCHIST 758</b>	<b>30 Points</b>
		<b>ANCHIST 758A</b>	<b>15 Points</b>
		<b>ANCHIST 758B</b> <b>Rome: Research Essays 1</b> A study of key periods or important themes in the development of ancient Rome. <i>To complete this course students must enrol in ANCHIST 758 A and B, or ANCHIST 758</i>	<b>15 Points</b>

<b>ANCHIST 759</b>	<b>30 Points</b>
<b>ANCHIST 759A</b>	<b>15 Points</b>
<b>ANCHIST 759B</b>	<b>15 Points</b>
<b>Rome: Research Essays 2</b>	
A study of key periods or important themes in the development of ancient Rome.	
<i>To complete this course students must enrol in ANCHIST 759 A and B, or ANCHIST 759</i>	
<b>ANCHIST 773</b>	<b>15 Points</b>
<b>Research Essay</b>	
<b>ANCHIST 774</b>	<b>15 Points</b>
<b>ANCHIST 774A</b>	<b>7.5 Points</b>
<b>ANCHIST 774B</b>	<b>7.5 Points</b>
<b>Research Essays in Ancient History</b>	
Guided individual study leading to essays on subjects related to other courses taken by the student in Ancient History.	
<i>To complete this course students must enrol in ANCHIST 774 A and B, or ANCHIST 774</i>	
<b>ANCHIST 775</b>	<b>15 Points</b>
<b>Special Topic</b>	
<b>ANCHIST 780</b>	<b>15 Points</b>
<b>ANCHIST 780A</b>	<b>7.5 Points</b>
<b>ANCHIST 780B</b>	<b>7.5 Points</b>
<b>Special Topic</b>	
<i>To complete this course students must enrol in ANCHIST 780 A and B, or ANCHIST 780</i>	
<b>ANCHIST 781</b>	<b>15 Points</b>
<b>Special Topic</b>	
<b>ANCHIST 790</b>	<b>30 Points</b>
<b>ANCHIST 790A</b>	<b>15 Points</b>
<b>ANCHIST 790B</b>	<b>15 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in ANCHIST 790 A and B, or ANCHIST 790</i>	
<b>ANCHIST 792</b>	<b>45 Points</b>
<b>ANCHIST 792A</b>	<b>22.5 Points</b>
<b>ANCHIST 792B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in ANCHIST 792 A and B, or ANCHIST 792</i>	
<b>ANCHIST 793A</b>	<b>45 Points</b>
<b>ANCHIST 793B</b>	<b>45 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in Ancient History with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in ANCHIST 793 A and B</i>	
<b>ANCHIST 796A</b>	<b>60 Points</b>
<b>ANCHIST 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in Ancient History with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in ANCHIST 796 A and B</i>	
<b>ANCHIST 797A</b>	<b>60 Points</b>
<b>ANCHIST 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>To complete this course students must enrol in ANCHIST 797 A and B</i>	

## Anthropology

### Stage I

**ANTHRO 100** **15 Points**

#### **Human Cultures: Introduction to Social Anthropology**

Humans are social and cultural beings. This course provides an understanding of human lives. Basic concepts and approaches are covered.

**ANTHRO 101** **15 Points**

#### **World Archaeology**

World archaeology from the emergence of culture to the first cities, including the Pacific region.

**ANTHRO 102** **15 Points**

#### **Introduction to Biological Anthropology**

Evolutionary theory and research as applied to humans and their closest relatives. Topics include: most recent evidence of our ancestors, an overview of primates and their behaviour, and modern human variation studied through analysis of living and past populations.

**ANTHRO 103** **15 Points**

#### **Musics of the World**

A broad survey of the world's music cultures covering North and South America; Africa; Europe; South, East, and South-East Asia; and the Pacific. Special attention will be given to the musics of the Pacific Islands, New Zealand and Australia.

**ANTHRO 104** **15 Points**

**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:* ANTHRO 101 and ANTHRO 100 or 102 or 103 or 104, or 60 points passed

#### **ANTHRO 201** **Human Evolution** **15 Points**

The study of human evolution, including recent advances in fossil, molecular, primate and ecological approaches.

*Prerequisite:* ANTHRO 102 and ANTHRO 100 or 101 or 103 or 104, or 60 points passed

#### **ANTHRO 202** **Music and Identity in World Music Cultures** **15 Points**

Examines music's interaction with other culturally constructed concepts of identity including class, gender, and race and considers the impact on identity of mediated musical representations and diasporic contexts across a range of current and historical musical styles, from the ritual musics of hunter-gatherer cultures and the classical music of South Asia, to Korean punk.

*Prerequisite:* 15 points from ANTHRO 100, 103, 106 or 15 points from Stage I in Music

#### **ANTHRO 203** **Theoretical Approaches to Society and Culture** **15 Points**

A survey of some of the key anthropological theories used to analyse human social life, discussed by reference to cross-cultural studies. Also considers current debates/issues within the discipline.

*Prerequisite:* ANTHRO 100, and 101 or 102 or 103 or 104, or 60 points passed

#### **ANTHRO 204** **Ethnography of Island Polynesia** **15 Points**

What is distinctive about Polynesian culture and society? How and why are Polynesian cultures alike? How are they different? In what ways are Fiji, Samoa, Tikopia, Tokelau and Tonga different or similar to other Oceanic cultures? Anthropological studies of these questions will be explored through indigenous Polynesian, anthropological and historical accounts.

*Prerequisite:* ANTHRO 100 or 104, or 60 points passed

#### **ANTHRO 205** **Primate Behaviour, Ecology and Conservation** **15 Points**

Examines the diversity of extant nonhuman primate species, including their behaviour, ecology, and conservation, and also the importance of primatology toward an understanding of our own species. Specifically, students will critically examine the results of primatological inquiries in order to gain insight into the comparative evolutionary approach, especially with respect to the applicability of such efforts to the study of humans.

*Prerequisite:* ANTHRO 102 or 60 points passed

*Restriction:* ANTHRO 349

#### **ANTHRO 206** **Origins of Civilisation** **15 Points**

The shift from a hunter-gatherer way of life to one based on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.

*Prerequisite:* ANTHRO 101 or 60 points passed

*Restriction:* ANTHRO 322

#### **ANTHRO 207** **Coming of the Māori** **15 Points**

An introduction to New Zealand's archaeological history, from early Māori origins to the initial period of Western contact. Tropical Polynesian adaptations to New Zealand's temperate climate, Māori's rich material culture and arts, resource use and environmental change, development of classic Māori society, and the emerging field of historic archaeology are covered.

*Prerequisite:* ANTHRO 101 or 30 points at Stage I in Museums and Cultural Heritage or 60 points passed

*Restriction:* ANTHRO 365

#### **ANTHRO 210** **Ethnographies of the Contemporary Māori** **15 Points**

The history of ethnographic and other accounts of contemporary Māori society, examining the derivation of various social theories and their application to the Māori under changing political and economic circumstances in New Zealand since industrialisation.

*Prerequisite:* ANTHRO 100 or MĀORI 130 or 60 points passed

#### **ANTHRO 211** **Anthropological Perspectives on Gender** **15 Points**

Gender as a cultural construction has been a dynamic field of anthropological inquiry for the past three decades. How do various peoples exhibit and conceptualise gender differences? How have anthropologists studied them?

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104, or 60 points passed

#### **ANTHRO 215** **Human Sexuality** **15 Points**

Human sexuality and sexual behaviour explored from a variety of perspectives within anthropology. Topics include: the evolution of sex, cross-cultural variation in sexual behaviour, sex and the brain, sex through the life course, and the impact of sexually transmitted diseases.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104, or 30 points passed in Social Science for Public Health or 60 points passed

#### **ANTHRO 216** **Race, Ethnicity and Identity in Popular Music** **15 Points**

The reflection of identity explorations and negotiations in various mainstream popular musics, especially in regard to race and ethnicity. Musical styles, albums and artists from genres such as Punk, Hip Hop, Country and Soul will be explored, showing popular music's usefulness as a tool for exploring and documenting social phenomena and power structures.

*Restriction:* POPMUS 205

#### **ANTHRO 217** **Rhythm, Blues and Rock** **15 Points**

African-American popular music and culture from the mid-1930s through the early 1960s, including styles such as blues, R 'n' B, and early Rock 'n' Roll. Considers issues of racial and gendered representation, creativity, the popular music industry, the place of music in the development of 'youth culture' and stylistic trends. Individual performers, recordings and performances, are also examined.

*Prerequisite:* ANTHRO 103 or 106 or 60 points passed

*Restriction:* POPMUS 206

#### **ANTHRO 221** **European Prehistory: From Cave Art to the Celts** **15 Points**

An overview of major developments in the prehistory of Europe, including the British Isles, from Palaeolithic



art to the Iron Age ending with the Vikings. Emphasis will be on significant, well-studied sites, archaeological treasures, population movements and interactions which help us to understand European heritage.

*Prerequisite:* ANTHRO 101 or 60 points passed

### **ANTHRO 222** **Human Biodiversity** **15 Points**

The study of modern human biology focusing on variation and adaptability at the molecular, individual and population levels. Topics include: nutrition, growth and development, environmental effects on human biology and concepts of genetic variation including race.

*Prerequisite:* ANTHRO 102 or 30 points passed at Stage I in Social Science for Public Health or 60 points passed

### **ANTHRO 224** **Medical Anthropology** **15 Points**

Biological and social anthropological approaches to health, employing cross-cultural perspectives and critical analysis of health, illness and disease, health systems and health policy.

*Prerequisite:* ANTHRO 100 or 102 or 30 points passed in Anthropology

*Restriction:* ANTHRO 324

### **ANTHRO 225** **Anthropology of Art and Performance** **15 Points**

Explores art, material culture, music and performance within diverse socio-cultural contexts. Introduces analytic methods that can be used to deepen appreciation and understanding of different art forms, their aesthetic systems, and the ways that they are encoded with meaning.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 60 points passed

*Restriction:* ANTHRO 315

### **ANTHRO 234** **Popular Musics of the Pacific** **15 Points**

From hip hop to reggae to pop, this course explores Pacific popular music genre, artists and songs as well as relevant musical techniques, modes of distribution and processes of fusion and change. It probes the positions and possibilities of Pasifika pop musics by discussing critical questions about culture, authenticity, modernisation, consumerism, identity and musical (ex)change.

*Prerequisite:* ANTHRO 103, 104, MUSIC 145 or POPMUS 106, or 60 points passed

### **ANTHRO 240** **Directed Studies in Anthropology** **15 Points**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of anthropology under supervision of appropriate staff.

*Prerequisite:* Approval of Head of Department

### **ANTHRO 241** **Anthropology of the Body** **15 Points**

Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender, and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

*Restriction:* ANTHRO 354

### **ANTHRO 242** **15 Points**

#### **Cross-cultural Economics**

Examines ways in which people throughout the world make a living, organise their productive activities, obtain goods and services from others through exchange, and appropriate and consume objects. Covers division of labour, similarities and differences between gifts and commodities, concepts of property, types of money and exchange, spheres of exchange, and connections between power and material conditions of life.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

*Restriction:* ANTHRO 313

### **ANTHRO 243** **Special Topic** **15 Points**

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

### **ANTHRO 244** **The Politics of Culture** **15 Points**

A critical exploration of contemporary debates on and around the idea of 'culture'. Focuses particularly on controversies at the interface between anthropology and politics, from problems of cultural translation and the appropriation of culture, to the politicisation of culture, multiculturalism and the rise of the 'consumer culture'.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

*Restriction:* ANTHRO 330

### **ANTHRO 245** **Evolutionary Anthropology Today** **15 Points**

Explores contemporary issues in evolutionary anthropology, including: evolutionary medical anthropology, anthropological neuroscience, primatology and paleoanthropology. While biological anthropologists inform a largely professional discourse on the evolutionary history of our species, this course seeks to highlight research from topics of interest to the general public and with implications for modern human societies.

*Prerequisite:* ANTHRO 102 or 60 points passed

### **ANTHRO 246** **Tradition and History in New Zealand Archaeology** **15 Points**

This course will examine Māori traditions and history as a guide to processes in the New Zealand archaeology. Case studies will include Māori canoe traditions, the expeditions of Hongi Hika and Te Rauparaha, and the Ngai Tahu settlement of the South island.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

*Restriction:* ANTHRO 346

### **ANTHRO 247** **Anthropology Today: Debates in Culture** **15 Points**

The primary aim is to provide students with an introduction to some of the more topical and controversial themes that social anthropologists are currently engaged with. Topics include: the culture of terrorism, anthropology and cyberculture, the anthropological study of prisons, race and racism, and the politics of representation.

*Prerequisite:* ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed

*Restriction:* ANTHRO 331

**ANTHRO 248** **15 Points**  
**Special Topic**  
*Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed*

**ANTHRO 249** **15 Points**  
**Archaeology and Identity in Palestine/Israel**  
 Examines the history of archaeology in Palestine/Israel, recent archaeological findings and how new interpretations are changing our understandings of the past and conflicts over the use of archaeology in contemporary identity politics.  
*Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed*  
*Restriction: ANTHRO 359*

**ANTHRO 250** **15 Points**  
**World-view and Religion**  
 Anthropological approaches to religion and world-view. Includes cross-cultural approaches to meaning, belief, religious experience, ritual and myth. Issues of religion, ideology, syncretism, symbolism in social conflict and change. Considers local and world religions.  
*Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed*  
*Restriction: ANTHRO 319*

**ANTHRO 251** **15 Points**  
**Special Topic**  
*Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed*

**ANTHRO 252** **15 Points**  
**Special Topic**  
*Prerequisite: ANTHRO 100 or 101 or 102 or 103 or 104 or 60 points passed*

**ANTHRO 253** **15 Points**  
**Special Topic in Biological Anthropology**  
*Prerequisite: ANTHRO 102 or 60 points passed*

### Stage III

**ANTHRO 300** **15 Points**  
**History of Anthropology**  
 A historically contextualised perspective on anthropology as an integrated discipline from its origins to the mid-twentieth century. Organised thematically around ongoing debates, important figures and events and changing research modes in the various subdisciplines in anthropology.  
*Prerequisite: ANTHRO 200 or 201 or 203, or 30 points at Stage II in History and Philosophy of Science and Technology, or 120 points passed*

**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 passed with a grade of B or higher and 15 points from any Stage II courses available for the BA major in Anthropology or Music*  
*Restriction: ANTHRO 219*

**ANTHRO 303** **15 Points**  
**Evolution of Human Behaviour**  
 Introduction to the study of human behaviour in

comparative evolutionary perspective. Topics include: group composition; subsistence and foraging; cooperation and conflict; kinship and reproduction; parenting, life history and demography; social inequality; and multi-level selection.  
*Prerequisite: ANTHRO 201 or 120 points passed*

**ANTHRO 304** **15 Points**  
**Contemporary Oceania**  
 Critical issues in the islands of the Pacific: political, economic, social, environmental and ideological.  
*Prerequisite: ANTHRO 203 or 30 points passed at Stage II*

**ANTHRO 306** **15 Points**  
**Pacific Archaeology**  
 The archaeology of the Pacific region, including colonisation, settlement patterns, interisland trade, traditional navigation, cultural change, emergence of complex societies and ethnohistory.  
*Prerequisite: ANTHRO 200 or 120 points passed*  
*Restriction: ANTHRO 706*

**ANTHRO 307** **15 Points**  
**Australian Aboriginal Archaeology**  
 Understanding the past and present of Aboriginal Australia through the study of archaeology, including the origins of the Australians, colonisation and adaptations to arid, temperate and tropical environments.  
*Prerequisite: ANTHRO 200 or 203 or 120 points passed*  
*Restriction: ANTHRO 707*

**ANTHRO 309** **15 Points**  
**Quantitative Methods in Anthropology**  
 Introduction to analytical approaches to anthropological data, providing professional skills of particular interest to students considering post-graduate work. Topics include: quantitative research design, basic statistical concepts and methods, use of the SPSS computer package and a brief introduction to GIS using MapInfo. This course assumes only a limited mathematical background.  
*Prerequisite: ANTHRO 200 or 201 or 203 or 120 points passed*

**ANTHRO 310** **15 Points**  
**Reading Ethnography**  
 Ethnographic texts are the major outcome of research in social and cultural anthropology. This seminar-based course compares different ethnographies and approaches to ethnographic research and writing.  
*Prerequisite: ANTHRO 203 with a minimum B pass*

**ANTHRO 311** **15 Points**  
**New Zealand Archaeology**  
 Case studies in the archaeology of New Zealand, from its beginnings to the present day.  
*Prerequisite: ANTHRO 200 or 120 points passed*

**ANTHRO 314** **15 Points**  
**Issues in New Zealand Ethnography**  
 Discusses contemporary anthropological theory and ethnography in relation to topics such as: culture, community, identity, inequality, gender, multiculturalism and biculturalism in Aotearoa New Zealand.  
*Prerequisite: ANTHRO 203 or 30 points passed at Stage II*

**ANTHRO 315** **15 Points**  
**Anthropology of Art and Performance**  
 Explores art, material culture, music and performance within diverse socio-cultural contexts. Introduces analytic methods that can be used to deepen appreciation and understanding of different art forms,

their aesthetic systems, and the ways that they are encoded with meaning.

*Prerequisite:* ANTHRO 201 or 203 or HERITAGE 200 or MUSEUMS 200 or 120 points passed

*Restriction:* ANTHRO 225

### **ANTHRO 316 15 Points**

#### **Biological Anthropology in the Pacific**

Where did Pacific people come from? How did they adapt to their new environment? How did European contact affect their health and lives? What have been the impacts of urbanisation and westernisation? The current theory and methods of biological anthropology as applied to the Pacific are discussed.

*Prerequisite:* ANTHRO 201 or HLTHSOC 200 or SOCSCIPH 200 or 120 points passed

### **ANTHRO 317 15 Points**

#### **Field Methods in Archaeology**

Participation in a field school involving an intensive introduction to all aspects of excavation and subsequent laboratory analysis and report preparation.

*Prerequisite:* 15 points from ANTHRO 200, 201, 202, 203 with a minimum B- grade

*Restriction:* ANTHRO 737

### **ANTHRO 318 15 Points**

#### **Approaches to Archaeological Science**

An introduction to the application of scientific techniques in archaeology. Topics covered will include: site location, dating, sourcing archaeological material, investigation of artefact manufacture and use, and study of archaeological sediments. Coursework will include a series of practical laboratories.

*Prerequisite:* 15 points from ANTHRO 200, 201, 202, 203 with a minimum B- grade

### **ANTHRO 319 15 Points**

#### **World-view and Religion**

Anthropological approaches to religion and 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 passed at Stage II

*Restriction:* ANTHRO 250

### **ANTHRO 320 15 Points**

#### **Ethnographic Film and Photography**

Explores the uses of photography and film in the production and dissemination of anthropological knowledge. A goal of this course is to increase students' awareness of the choices that are made at all stages in the production of anthropological images. The course will also use ethnographic film and photography to consider issues of ethnographic representation more generally.

*Prerequisite:* ANTHRO 203 or 30 points passed at Stage II

### **ANTHRO 321 15 Points**

#### **Equality and Inequality**

Examines conceptualisations, realities and consequences of equality and inequality cross-culturally. Considers whether there are egalitarian societies and whether inequality is inevitable. Covers types and systems of inequality such as slavery, gender inequality, caste and class, as well as differences between economic and political inequality, and between equality of opportunity and equality of results.

*Prerequisite:* ANTHRO 203 or 30 points passed at Stage II

### **ANTHRO 322 15 Points**

#### **Special Topic: Origins of Civilisation**

The shift from a hunter-gatherer way of life to one based on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.

*Prerequisite:* ANTHRO 200 or 201 or 203 or 120 points passed

*Restriction:* ANTHRO 206

### **ANTHRO 323 15 Points**

#### **Special Topic in Ethnomusicology**

*Prerequisite:* 60 points in Stage II courses available for the BA majors in Anthropology or Music

### **ANTHRO 324 15 Points**

#### **Medical Anthropology**

Biological and social anthropological approaches to health, employing cross-cultural perspectives and critical analysis of health, illness and disease, health systems and health policy.

*Prerequisite:* 15 points from ANTHRO 201, 203, HLTHSOC 200, SOCSCIPH 200 or 30 points passed at Stage II

*Restriction:* ANTHRO 224

### **ANTHRO 327 15 Points**

#### **Music and Culture in Bollywood**

Focuses on Hindi film songs and song scenes taken from mainstream "Bollywood" films, with consideration of tensions between music as popular song and as a narrative component. Examines issues and theories of music, semiotics and narrative context and convention and explores the role of film song in South Asian popular culture.

*Prerequisite:* 60 points in Stage II courses available for the BA majors in Anthropology, Asian Studies, Film Television and Media Studies, or Music

### **ANTHRO 328 15 Points**

#### **Bioarchaeology**

A practical introduction to the archaeological analysis and interpretation of biological remains, emphasising faunal materials but also including macrobotanical remains and pollen.

*Prerequisite:* 15 points from ANTHRO 200, 201, 202, 203 with a minimum B- grade

### **ANTHRO 329 15 Points**

#### **Music of East Asia: Tradition, Modernity and Globalisation**

Explores East Asia from the ethnomusicological perspective and illuminates how music negotiates boundaries and constructs varying identities in China, Japan, and Korea, while affirming a distinct cultural identity generally referred to as "East Asian". Using different musical practices of East Asia as case studies, it examines multiple approaches and methodologies used in studying East Asian music.

*Prerequisite:* ANTHRO 219 or 202 or ASIAN 200 or 60 points in Stage II courses available for the BA majors in Anthropology, Asian Studies, Film, Television and Media Studies, or Music

### **ANTHRO 330 15 Points**

#### **The Politics of Culture**

A critical exploration of contemporary debates on and around the idea of 'culture'. Focuses particularly on controversies at the interface between anthropology and politics, from problems of cultural translation and the appropriation of culture, to the politicisation



of culture, multiculturalism and the rise of the 'consumer culture'.

*Prerequisite: ANTHRO 203 or 30 points passed at Stage II*  
*Restriction: ANTHRO 244*

**ANTHRO 331 15 Points**  
**Anthropology Today: Debates in Culture**

The primary aim is to provide students with an introduction to some of the more topical and controversial themes that social anthropologists are currently engaged with. Topics include: the culture of terrorism, anthropology and cyberculture, the anthropological study of prisons, race and racism, and the politics of representation.

*Prerequisite: ANTHRO 203 or 30 points passed at Stage II*  
*Restriction: ANTHRO 247*

**ANTHRO 333 15 Points**  
**Colonialism, Globalisation and the Musics of India**

Music in the context of a mediated and 'global' India; musical genres are viewed as sites of identity construction, contestation, change, and outcomes of the processes of colonialism and globalisation. Focuses on select musical case studies based on examples recorded and/or performed in the later twentieth and the twenty-first centuries.

*Prerequisite: 60 points in Stage II courses available for the BA majors in Anthropology or Music*  
*Restriction: ANTHRO 233*

**ANTHRO 335 15 Points**  
**Evolution of Human Physiology**

Discusses the evidence for interactions between human ecology, physiology, behaviour, health and reproduction. The evolutionary function of physiological responses to our physical and social ecology is addressed, as are the health risks encountered by people living at the extremes of natural or modern environments. The human evidence is complemented by studies of other extant primate species.

*Prerequisite: ANTHRO 201 or 120 points passed*

**ANTHRO 336 15 Points**  
**Race and Ethnicity**

Ideas and debates about racial and ethnic differences. How real are these differences? How are these cultural constructions related to economic, political and ideological forces? What are the relationships between race, ethnicity and identity?

*Prerequisite: ANTHRO 203 or 30 points passed at Stage II*

**ANTHRO 337 15 Points**  
**Birth, Death and Sex: Evolutionary Life History**

How do biology and culture affect our reproduction? What factors underlie the patterns of death and ageing and how is personal survival balanced against future reproduction? Using evolutionary theory and demographic anthropology, critical questions about individual development, reproductive ecology, parental investment and population growth and decline are explored.

*Prerequisite: ANTHRO 201 or 120 points passed*

**ANTHRO 339 15 Points**  
**Anthropology and Development**

Anthropology of development and anthropology in development; anthropological critiques of the notion of 'development'; debates about anthropological praxis and ethics in development; case-based anthropological analyses of development interventions and methods and the applications of anthropological expertise.

*Prerequisite: ANTHRO 203 or 30 points passed at Stage II*

**ANTHRO 340 15 Points**

**Heritage Conservation in Aotearoa**

Addresses the main principles of heritage conservation focusing on the rationale rather than treatment methods. Special emphasis is given to the fields of: conservation of place, archaeological, architectural, ethnographic and fine art conservation. Provides students with a cultural orientation to conservation where issues are examined through several contexts, including anthropological studies and conservation science.

*Prerequisite: ANTHRO 100 and 101, and 200 or 201 or 203 or HERITAGE 200 or MUSEUMS 200, or 120 points passed*

**ANTHRO 342 15 Points**

**Special Topic in Anthropology**

*Prerequisite: ANTHRO 200, 201, 203 or 219 or 120 points passed*

**ANTHRO 345 15 Points**

**Directed Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology under supervision of appropriate staff.

*Prerequisite: ANTHRO 200 or 201 or 219 or 203 and approval of Head of Department*

**ANTHRO 346 15 Points**

**Tradition and History in New Zealand Archaeology**

This course will examine Māori traditions and history as a guide to processes in the New Zealand archaeology. Case studies will include Māori canoe traditions, the expeditions of Hongi Hika and Te Rauparaha, and the Ngai Tahu settlement of the South island.

*Prerequisite: ANTHRO 200 or 201 or 203 or 219 or 120 points passed*

*Restriction: ANTHRO 246*

**ANTHRO 347 15 Points**

**Special Topic in Anthropology**

*Prerequisite: 30 points at Stage II in Anthropology including either ANTHRO 200 or 201*

**ANTHRO 348 15 Points**

**Perspectives on Human Growth**

Adopts evolutionary and biocultural perspectives in examining patterns of human growth and maturation. Human developmental patterns are placed within an evolutionary framework using evidence from non-human primates and earlier hominid remains. Variability within and among human populations in growth and developmental timing is considered in terms of genetics interacting with physical, biotic and social factors.

*Prerequisite: ANTHRO 201 or 120 points passed*

**ANTHRO 349 15 Points**

**Primate Behaviour, Ecology and Conservation**

Examines the diversity of extant nonhuman primate species, including their behaviour, ecology, and conservation, and also the importance of primatology toward an understanding of our own species. Specifically, students will critically examine the results of primatological inquiries in order to gain insight into the comparative evolutionary approach, especially with respect to the applicability of such efforts to the study of humans.

*Prerequisite: ANTHRO 201 or 120 points passed*

*Restriction: ANTHRO 205*

**ANTHRO 350 15 Points****Environmental Anthropology**

An exploration of human-environmental relationships in a variety of cultural contexts. From an anthropological perspective, it considers how people imagine, explain, experience and interact with a range of different socio-cultural and physical environments, and how they encode and respond to meaning in their material surroundings. Key themes include cognition, the construction of worldviews, concepts of nature, cultural landscapes, environmental management, colonisation and development.

*Prerequisite:* ANTHRO 203 or 120 points passed

**ANTHRO 351 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage II in Anthropology including ANTHRO 203

**ANTHRO 352 15 Points****Special Topic in Biological Anthropology**

*Prerequisite:* 30 points at Stage II in Anthropology including ANTHRO 201

**ANTHRO 353 15 Points****Archaeology in Practice**

Contemporary approaches to archaeological practice: materials, analysis and interpretation.

*Prerequisite:* 15 points from ANTHRO 200, 201, 202, 203 with a minimum B- grade

**ANTHRO 354 15 Points****Anthropology of the Body**

Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and 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 passed at Stage II  
*Restriction:* ANTHRO 241

**ANTHRO 355 15 Points****Anthropology and Public Policy**

Examines the way 'policy' has become an increasingly central organising principle in contemporary societies, shaping the way we live, act and think. Drawing on anthropological and sociological theories of power, governance and subjectivity, it explores how policy creates new categories of individuals such as 'citizens', 'nationals', 'criminals' and 'deviants', and the influence policy plays in the way individuals construct themselves as subjects.

*Prerequisite:* ANTHRO 203 or 30 points passed at Stage II  
*Restriction:* ANTHRO 755

**ANTHRO 356 15 Points****Anthropology and Intellectual Property**

Examines recent anthropological contributions to debates about intellectual property. These include concepts of ownership, the objectification and appropriation of indigenous knowledge, creativity, bioprospecting, the protection of intangible cultural property, and the effects of global flows of information on persons, privacy and the ownership of ideas.

*Prerequisite:* ANTHRO 203 or 30 points passed at Stage II  
*Restriction:* ANTHRO 756

**ANTHRO 357 15 Points****Gender, Sexuality and Popular Music**

Explores the ways in which gender and sexual identities are both reflected in and modified by

mainstream popular music: from 'girl power' to boy bands; from outwardly gay and lesbian artists to the gay appropriation of heterosexual female divas; from the camp masculinity of heavy metal to lesbian rock and riot grrrls; from women-hating gangster rappers to powerful women in the recording industry.

*Prerequisite:* 60 points in Stage II courses available for the BA majors in Anthropology or Music

*Restriction:* POPMUS 306

**ANTHRO 358 15 Points****Gender and Colonialism in the Pacific**

The transformation of gender relations in the Pacific from the inception of the European contact period and through the colonial process. Emphasis will be on the gendered nature of colonialism both in terms of how it framed the process, as well as how the experience was lived.

*Prerequisite:* ANTHRO 203 or 30 points passed at Stage II  
*Restriction:* WOMEN 303

**ANTHRO 359 15 Points****Archaeology and Identity in Palestine/Israel**

Examines the history of archaeology in Palestine/Israel, recent archaeological findings and how new interpretations are changing our understandings of the past and conflicts over the use of archaeology in contemporary identity politics.

*Prerequisite:* ANTHRO 200 or 120 points passed

*Restriction:* ANTHRO 249

**ANTHRO 360 15 Points****Special Topic**

*Prerequisite:* ANTHRO 200 or 201 or 203 or 219 or 120 points passed

**ANTHRO 361 15 Points****Special Topic in Social Anthropology**

*Prerequisite:* ANTHRO 203 or 120 points passed

**ANTHRO 362 15 Points****Special Topic in Anthropology**

*Prerequisite:* ANTHRO 200 or 201 or 203 or 120 points passed

**ANTHRO 363 15 Points****Ethnographic Research Methods**

Covers key ethnographic methods and related theoretical and ethical issues in Anthropology. It focuses on qualitative data collection and analysis, and contains a range of practical exercises. An intensive course, it involves an introductory day and a three-day field school just prior to the beginning of the semester, plus a full day on the two subsequent weekends.

*Prerequisite:* ANTHRO 203 with a minimum B grade

**ANTHRO 364 15 Points****Issues in the Anthropology of Europe**

Uses anthropological theory and ethnography to examine processes that are shaping contemporary European societies, including the on-the-ground effects of recent political economic transformations in Europe – globalisation, neoliberalisation, migration, European integration. Themes studied include: the idea of Europe, the European Union, gender, honour and shame, the Mafia, immigration, nationalism, ethnicity and popular culture in Europe.

*Prerequisite:* ANTHRO 203 or 30 points at Stage II

**ANTHRO 365 15 Points****Coming of the Māori**

An introduction to New Zealand's archaeological history, from early Māori origins through the early

periods of western contact (ca. 1840s). Tropical Polynesian adaptations to New Zealand's temperate climate, patterns of resource use and environmental change, development of Māori's rich material culture and arts, classic Māori society, and cultural interactions with new arrivals in the historic period are discussed.

*Prerequisite:* ANTHRO 200 or 201 or 203 or 120 points passed

*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 and either ANTHRO 224 or 324

### **Postgraduate 700 Level Courses**

#### **ANTHRO 700 30 Points**

#### **ANTHRO 700A 15 Points**

#### **ANTHRO 700B 15 Points**

#### **Method and Theory in Archaeology**

A critical review of current themes and issues in archaeological method and theory.

*To complete this course students must enrol in ANTHRO 700 A and B, or ANTHRO 700*

#### **ANTHRO 701A 15 Points**

#### **ANTHRO 701B 15 Points**

#### **Human Palaeoecology**

Critical survey of methods, theories and problems in human palaeoecology, including issues of resource use, landscape change, island colonisation and anthropogenic extinctions.

*To complete this course students must enrol in ANTHRO 701 A and B*

#### **ANTHRO 703 30 Points**

#### **ANTHRO 703A 15 Points**

#### **ANTHRO 703B 15 Points**

#### **Landscape Archaeology**

Uses geographic information systems (GIS) and other computer programmes to examine the spatial organisation of data, and the relationship of archaeological features both to other features, and the environment. The social processes underlying these spatial configurations will be a particular focus.

*To complete this course students must enrol in ANTHRO 703 A and B, or ANTHRO 703*

#### **ANTHRO 704A 15 Points**

#### **ANTHRO 704B 15 Points**

#### **Material Culture**

The study of material culture using museum, ethnographic, archaeological and experimental approaches, including the information provided by material culture studies on human agency and the structuring of societies.

*To complete this course students must enrol in ANTHRO 704 A and B*

#### **ANTHRO 708A 15 Points**

#### **ANTHRO 708B 15 Points**

#### **Cultural Resource Management in Archaeology**

Covers all aspects of cultural resource management as it relates to archaeological sites and heritage

with a particular focus on New Zealand archaeology and Māori heritage. There is an emphasis on site identification, recording and interpretation in the field. Legal aspects and the roles of archaeologists and iwi in cultural resource management are also covered.

*To complete this course students must enrol in ANTHRO 708 A and B*

#### **ANTHRO 709 15 Points**

#### **Applying Anthropology**

Considers the diverse fields in which Anthropology may be applied to peoples and cultures in the contemporary world, including, for example: environmental and development issues; land and resource conflicts; mediation and advocacy; human rights; cultural heritage; social policy; business and industry; communications; marketing; medical investigations; museums and other representational activities. Addresses practical and ethical issues that arise in these areas.

#### **ANTHRO 712 30 Points**

#### **Topic in Biological Anthropology**

#### **ANTHRO 713 30 Points**

#### **Special Topic in Biological Anthropology**

#### **ANTHRO 714A 15 Points**

#### **ANTHRO 714B 15 Points**

#### **Anthropological Theory and the Contemporary World**

An analysis of foundational and current theoretical works in social anthropology that are shaping the discipline. This course examines the uses of theory for understanding the modern world and its problems. It focuses on the contribution that anthropological theories make both to long-standing issues within the discipline and to contemporary debates about culture and society.

*Restriction:* ANTHRO 757

*To complete this course students must enrol in ANTHRO 714 A and B*

#### **ANTHRO 718A 15 Points**

#### **ANTHRO 718B 15 Points**

#### **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.*

#### **ANTHRO 724 30 Points**

#### **Special Topic in Social Anthropology**

#### **ANTHRO 726 30 Points**

#### **Advanced Biological Anthropology**

A critical review of key theoretical underpinnings and current debates in biological anthropology including Darwinism, population biology, adaptation and adaptability, evolutionary perspectives on modern humans and primatology.

*Restriction:* ANTHRO 710, 751, 752

#### **ANTHRO 727 30 Points**

#### **ANTHRO 727A 15 Points**

#### **ANTHRO 727B 15 Points**

#### **Ethnographies of Music-making**

Advanced theories and methodologies for the 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 308, 323, 332, 333, 343, 357

*To complete this course students must enrol in ANTHRO 727 A and B, or ANTHRO 727*

**ANTHRO 728** 30 Points  
**Topic in Ethnomusicology**

**ANTHRO 729** 15 Points

**ANTHRO 729A** 7.5 Points

**ANTHRO 729B** 7.5 Points

**Special Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology, under supervision of appropriate staff.

*To complete this course students must enrol in ANTHRO 729 A and B, or ANTHRO 729*

**ANTHRO 732** 15 Points  
**Reading Medical Ethnography**

Examines the social anthropological practice of ethnography of health and illness in community and clinical settings, including 'non-Western' and 'Western' cultural contexts, through critical readings of recent ethnographies in medical anthropology. Considers ethnographic and anthropological theory, ethics, methodology and application.

**ANTHRO 733** 30 Points  
**Research in Popular Music Culture**

Advanced ethnomusicological theories and methodologies for the analysis of data that are obtained from mediated performance, archival sources, material culture and recorded music and image.

*Prerequisite:* 30 points from ANTHRO 308, 323, 332, 333, 343, 357

**ANTHRO 735** 30 Points  
**Special Topic in Anthropology**

**ANTHRO 736** 30 Points

**ANTHRO 736A** 15 Points

**ANTHRO 736B** 15 Points

**Special Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology, under supervision of appropriate staff.

*To complete this course students must enrol in ANTHRO 736 A and B, or ANTHRO 736*

**ANTHRO 738** 15 Points  
**Special Topics in Anthropology**

**ANTHRO 739** 15 Points

**ANTHRO 739A** 7.5 Points

**ANTHRO 739B** 7.5 Points

**Special Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology under supervision of appropriate staff.

*To complete this course students must enrol in ANTHRO 739 A and B, or ANTHRO 739*

**ANTHRO 740** 15 Points

**Anthropology of Europe**

Key issues and debates in the anthropology of Europe, from ethnic violence, nationalism and racism, to urban youth cultures and the European Union. The aim of the course is to provide close, critical reading and discussion of a number of recent ethnographies that deal with particular issues and controversies in modern European society.

**ANTHRO 742** 15 Points

**Contact and Colonialism**

A seminar focused on critical understanding of the political, social and economic expansion of European countries around the world and its cultural consequences. Themes may include: cultural encounter, causes and effects of colonisation, interpretations of the other by colonisers and colonised, Creole cultures, slavery, race, resistance and accommodation, gender, demography, environmental impacts.

*Restriction:* ANTHRO 720

**ANTHRO 743** 15 Points

**Violence and Pain**

An examination of the social and cultural meanings of violence and the ways in which violence impinges on notions of personhood, the body and community. Central questions will include how experiences of violence are communicated, the limits of such communication, and their implications for understanding self, culture and human agency.

**ANTHRO 744** 15 Points

**Special Topic: Anthropology and History**

A critical examination of the characteristics, applications and interactions of different media in the production of the past: chant, genealogy, song, dance, textiles, carving, architecture, as well as written text.

*Restriction:* ANTHRO 720

**ANTHRO 745** 15 Points

**Special Topic**

**ANTHRO 746** 15 Points

**Special Topic**

**ANTHRO 747** 15 Points

**Special Topic: Taonga and Identity in Museums**

Key issues facing museums today are governance of indigenous collections and relationships with descendant communities. Cross-cultural in its analysis, the course will particularly focus on taonga as the vehicle for engaging in wider international debates concerning identity, repatriation, reciprocity, power, agency, research and exhibition of indigenous cultures by metropolitan museums.

*Restriction:* MUSEUMS 700

**ANTHRO 748** 15 Points

**Human Osteology**

A practical introduction to human osteology and the methods employed by bioanthropologists and forensic anthropologists including bone identification, assessment of population affinity, ageing, sexing, identification of disease and trauma, and chemical analysis.

*Restriction:* ANTHRO 730

**ANTHRO 749** 15 Points

**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 750 15 Points**

##### **Anthropological Genetics**

A theoretical and practical introduction to anthropological genetics and the methods employed by bioanthropologists including: introduction to basic laboratory procedures, DNA extraction, PCR amplification analyses of mitochondrial DNA variation, and scientific writing.

*Restriction: ANTHRO 730*

#### **ANTHRO 753 15 Points**

##### **Practising Ethnographic Research Methods**

Students learn observational, ethnographic and quantitative social anthropological research methods by designing and carrying out a small class research project. Ethical and methodological issues are introduced.

*Restriction: ANTHRO 711, 734*

#### **ANTHRO 754 15 Points**

##### **Preparing Research Proposals**

Methodology, epistemology, ethics, research design, advanced methods and research proposal preparation within the disciplines of biological and social anthropology.

*Restriction: ANTHRO 721, 782*

#### **ANTHRO 755 15 Points**

##### **Anthropology and Public Policy**

Examines the way 'policy' has become an increasingly central organising principle in contemporary societies, shaping the way we live, act and think. Drawing on anthropological and sociological theories on power, governance and subjectivity, it explores how policy creates new categories of individuals such as 'citizens', 'nationals', 'criminals' and 'deviants', and the influence policy plays in the way individuals construct themselves as subjects.

*Restriction: ANTHRO 355*

#### **ANTHRO 756 15 Points**

##### **Anthropology and Intellectual Property**

Examines recent anthropological contributions to debates about intellectual property. These include concepts of ownership, the objectification and appropriation of indigenous knowledge, creativity, bioprospecting, the protection of intangible cultural property, and the effects of global flows of information on persons, privacy and the ownership of ideas.

*Restriction: ANTHRO 356*

#### **ANTHRO 758 30 Points**

##### **Special Topic in Archaeology**

#### **ANTHRO 780 30 Points**

#### **ANTHRO 780A 15 Points**

#### **ANTHRO 780B 15 Points**

##### **Dissertation**

*Restriction: ANTHRO 782*

*To complete this course students must enrol in ANTHRO 780 A and B, or ANTHRO 780*

#### **ANTHRO 782 30 Points**

##### **Research Project**

Supervised development of research skills, including the ability to design a research proposal, to conduct research, analyse data and write a research report.

*Restriction: ANTHRO 754, 780*

#### **ANTHRO 792 45 Points**

#### **ANTHRO 792A 22.5 Points**

#### **ANTHRO 792B 22.5 Points**

##### **Dissertation in Anthropology**

A topic in one of the sub-disciplines of Anthropology to be selected in consultation with staff.

*To complete this course students must enrol in ANTHRO 792 A and B, or ANTHRO 792*

#### **ANTHRO 796A 60 Points**

#### **ANTHRO 796B 60 Points**

##### **Thesis in Anthropology**

*Prerequisite: A BA(Hons) in Anthropology with an average of at least B+ for courses taken in the BA(Hons) degree or equivalent*

*To complete this course students must enrol in ANTHRO 796 A and B*

#### **ANTHRO 797A 60 Points**

#### **ANTHRO 797B 60 Points**

##### **Research Portfolio**

*Prerequisite: A BA(Hons) in Anthropology with an average of at least B for courses taken in the BA(Hons) degree or equivalent*

*To complete this course students must enrol in ANTHRO 797 A and B*

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### **Applied Linguistics**

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*For the list of courses please refer to the Master of Arts Schedule. Prescriptions are listed under their respective subject codes.*

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### **Art History**

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#### **Stage I**

#### **ARTHIST 106 15 Points**

##### **Images and Ideas: Art since Antiquity**

A survey of periods that have provided the foundation of western art and architecture, together with in-depth case studies of artworks from different periods and places. As well as acquiring a broad knowledge of art in its social context, students develop skills in visual and iconographic analysis, essential to the study of art.

*Restriction: ARTHIST 111*

#### **ARTHIST 107 15 Points**

##### **Art and the City: 1400-1700**

An investigation of the social and cultural history of urbanisation between 1400 and 1700 as expressed in art and architecture. The areas of study will involve looking at art in the spheres of public buildings, religious institutions and private houses. The cities to be covered will include Florence, Bruges, Venice, Antwerp, Rome, Madrid and Amsterdam.

#### **ARTHIST 109 15 Points**

##### **Shock of the Modern: Monet to Warhol**

Will explore the production and reception of modern art in the context of rapid social, political and technological change during the period from c.1850 to 1970. Modern art is interpreted broadly to include painting, sculpture, design, architecture, performance, photography and film. Issues such as the emergence of the avant garde, primitivism and abstraction will be studied.

*Restriction: ARTHIST 104, 105*

**ARTHIST 112 15 Points****Themes in Art History**

Examines emerging questions and topical issues in Art History in a chosen subject area.

**ARTHIST 114G 15 Points****Reading Images**

Is seeing learned? Can an image be read in the same way as a text? Understanding images is central to everyday life. Visual literacy is fundamental to all disciplines. This course provides students with tools for making sense of various kinds of images and objects: photographs, advertisements, paintings, film, television, comics, cartoons, monuments, buildings, maps, landscape, digital and internet images.

**ARTHIST 115 15 Points****ARTHIST 115G 15 Points****Global Art Histories**

A broad survey of visual art spanning from the early modern period to the contemporary. Students will be introduced to a range of art practices situated within a global context and will consider art works produced in Māori and Pacific cultures alongside Indian, Asian, Middle Eastern, European and American traditions.

**Stage II****ARTHIST 201 15 Points****Art and Revolution 1750-1850**

Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include Constable, Turner, Goya, Reynolds, Gainsborough, David, Ingres, Gericault and Delacroix.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 321

**ARTHIST 202 15 Points****Crisis and Change: Mid-19th Century Art in France and Britain**

Selected topics in British and French art, photography, art criticism and theory from the 1840s to the 1870s, a crucial period of change in art, with particular foci on Pre-Raphaelitism, leading figures such as Manet, Courbet, Daumier and Whistler, and influential women artists and photographers.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 302

**ARTHIST 203 15 Points****Northern European Art 1400-1600**

A survey of art in Northern Europe with the focus on developments primarily in painting and sculpture, and to a lesser extent in manuscript illumination and tapestry. Religious symbolism, approaches to landscape representation and portraiture are examined, as well as new genres such as still life and architectural painting. Artists studied include van Eyck, Campin, van der Goes, Hieronymus Bosch and Pieter Brueghel.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 303

**ARTHIST 204 15 Points****Contemporary Art and Theory**

Examines some central concerns that have arisen in late modernist art, exploring the moves,

intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.

*Prerequisite:* Any 30 points at Stage I in Art History or FTVMS 100 and 101

*Restriction:* ARTHIST 334

**ARTHIST 210 15 Points****Modernism and Design**

A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 310

**ARTHIST 211 15 Points****Reading Landscape Art**

European landscape art emerged in the seventeenth century, exploring aesthetic qualities associated with nature, but also representing social values. English gardens and paintings by such artists as Constable and Turner were signifiers of economic and political change in the eighteenth and nineteenth centuries, as were artworks in colonial New Zealand.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 311

**ARTHIST 212 15 Points****Neo-Gothic to Art Nouveau**

Focuses on nineteenth-century British architecture and design. Topics include debates about style and history, relationships between form and function, uses of new technology and the role of ornament, and their relationships to man-made structures and to nature in the context of nineteenth-century social conditions and ideas.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 312

**ARTHIST 214 15 Points****Art and New Zealand: Pasts and Presents**

The selection of topics from the late eighteenth century to the 1970s includes cross-cultural interactions and representations, landscape and art, questions of cultural identity and innovation, relationships with the art of Europe, America, Australia and Oceania, and tensions between the local and international. Painting, sculpture, carving, architecture, photography and other media are studied.

*Prerequisite:* 30 points at Stage I in Art History, or EUROPEAN 100 and 15 points at Stage I in Art History

*Restriction:* ARTHIST 110, 110G, 314

**ARTHIST 215 15 Points****The Print in Northern Europe 1470-1600**

Examines the emergence and development of the print as an independent art form in Northern Europe during the Renaissance, with a close study of the works of major artists.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 315



**ARTHIST 217****15 Points****Contemporary Pacific Art**

Focuses on work by contemporary Pacific artists, exploring the ways that they translate indigenous knowledge and urban experiences into gallery forms such as painting, installation, performance, film and video making. Themes such as migration and diaspora, language and memory, notions of homelands and return, and the creation of complex cultural identities will be explored.

*Prerequisite:* Any 30 points at Stage I in Art History, or PACIFIC 102 and 15 points at Stage I in Pacific Studies

*Restriction:* ARTHIST 317

**ARTHIST 222****15 Points****Origins of Modern Sculpture**

Explores the transition from traditional to contemporary forms and themes in European and American sculpture. The focus is on artistic activity in Paris from 1900 to 1914 with consideration of definitions of sculpture, abstraction, processes, materials, influences and innovation. Major artists and topics include Picasso, Brancusi, Moore, Constructivism, Futurism, Paris as an art centre, and sculpture and gender.

*Prerequisite:* Any 30 points at Stage I in Art History

*Restriction:* ARTHIST 322

**ARTHIST 224****15 Points****Power and Piety: the Baroque**

The use of art to display, enhance, and justify political power and piety and to promote political and religious ideologies in the major power centres of seventeenth-century Europe in the Baroque period. Refers to the work of artists such as Caravaggio, Bernini, Velasquez, Rubens, Rembrandt, Van Dyck, Le Brun, Jones and Wren.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 306, 324

**ARTHIST 225****15 Points****Imaging the Renaissance**

An examination of the society and culture of Europe between 1400 and 1700 as expressed in print and visual images. Topics include court and merchant culture, popular cultures, religious faith and the Reformation, festivals, literacy and the book, family and marriage, food, sexualities, witchcraft, death and disease.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 325, HISTORY 337

**ARTHIST 230****15 Points****Art Crime**

Explores the growing trend of art crime through a focus on five primary areas: theft, fraud, smuggling, forgery, and vandalism. These will be examined within the context of international and New Zealand case studies, including the theft of the Mona Lisa in 1911, Nazi looting in World War II, and thefts during the Iraq War in 2003. Ways to curb such crime, particularly the development of art crime squads, will also be discussed.

*Prerequisite:* 30 points at Stage I in Art History

*Restriction:* ARTHIST 332

**ARTHIST 231****15 Points****Framing the Viewer: 20th Century Art**

The rise of Modernism saw the development of art which is reflexive, which draws attention to itself and the illusion of representation, making us reflect about

what art is and how it affects the viewer. This course is designed to enable students to develop their own reflexivity and critical awareness through a study of the 'classic' movements of the twentieth century, such as Cubism, Expressionism, Dada, Surrealism, Abstract Expressionism, Op, Pop and Conceptual Art.

*Prerequisite:* 30 points at Stage I in Art History

*Restriction:* ARTHIST 331

**ARTHIST 233****15 Points****Gender, Ethnicity and Visual Culture**

Explores the intersection of gender and ethnicity with the visual arts. Emphasis will be on art forms and traditions in Aotearoa/New Zealand, the United States, Canada and Australia, with some reference to the Pacific, including photography, film, jewellery, tattoo and textiles.

*Prerequisite:* 30 points at Stage I in Art History

*Restriction:* ARTHIST 319, 333

**ARTHIST 235****15 Points****Contemporary New Zealand Art**

A focus on contemporary art practice in New Zealand from the 1970s to the present. It opens with the later modernist period, charting its influences and developments into post-object and post-modern practice. It also considers artists dealing with issues relating to feminism and gender and examines landscape and popular culture, perceived from indigenous, settler and migrant perspectives.

*Prerequisite:* Any 30 points at Stage I in Art History

*Restriction:* ARTHIST 103, 335

**ARTHIST 236****15 Points****Artists and Patrons in Renaissance Italy**

A journey into the motivations and inspirations behind the production of art in Renaissance Italy, this course examines the social, economic, religious and political relationships between patrons, artists and artworks c.1400-c.1520 in a variety of civic, religious, familial, artistic and spatial contexts. It ranges from Florence to Milan, the Medicis to the Sforzas, Duccio to Donatello, Leonardo to Michelangelo.

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 101, 336

**ARTHIST 238****15 Points****Mana Taonga: Tradition and Innovation in Māori Art**

Considers Māori visual art from arrival from the Pacific to the present day. Examines how artists critically negotiated current notions of identity in their work. Forms including moko, carving, weaving, architecture, film and contemporary art are explored through key ideas such as gender politics, patronage, and repatriation. Artists examined include Raharuhi Rukupo, Te Kooti, Pine Taiapa, Lisa Reihana and Ralph Hotere.

*Prerequisite:* Any 30 points at Stage I in Art History or Māori Studies

*Restriction:* ARTHIST 102, 338

**ARTHIST 245****15 Points****Special Topic****ARTHIST 246****15 Points****Special Topic: Art and Photography**

Offers a survey of photography from the mid-nineteenth century to the present, as it has intersected with other media and forms in the visual arts. It will focus primarily on works in the twentieth and twenty-first centuries. The course examines key stylistic and thematic features of photographs, and critical and

cultural questions concerning the development and impacts of art photography.

*Prerequisite:* 30 points at Stage I in Art History

*Restriction:* ARTHIST 346

#### **ARTHIST 247**

**15 Points**

##### **Special Topic**

*Prerequisite:* Any 30 points at Stage I in Art History or 30 points at Stage I in European Studies

*Restriction:* ARTHIST 347

#### **ARTHIST 248**

**15 Points**

##### **Special Topic: Performance Art**

Examines the ways in which artists use or reference bodies as sites of their creative practice. A range of movements from the early twentieth century to the present are considered, including Dada, Fluxus, feminist practices and performative photography. Issues such as documentation, ritual, endurance and prosthetics are also explored. Both international and New Zealand artists are discussed.

*Prerequisite:* Any 30 points at Stage I in Art History

*Restriction:* ARTHIST 348

### **Stage III**

#### **ARTHIST 302**

**15 Points**

##### **Crisis and Change: Mid-19th Century Art in France and Britain**

Selected topics in British and French art, photography, art criticism and theory from the 1840s to the 1870s, a crucial period of change in art, with particular foci on Pre-Raphaelitism, leading figures such as Manet, Courbet, Daumier and Whistler, and influential women artists and photographers.

*Prerequisite:* Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 202

#### **ARTHIST 303**

**15 Points**

##### **Northern European Art 1400-1600**

A survey of art in Northern Europe with the focus on developments primarily in painting 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:* 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 203

#### **ARTHIST 310**

**15 Points**

##### **Modernism and Design**

A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.

*Prerequisite:* Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 210

#### **ARTHIST 311**

**15 Points**

##### **Reading Landscape Art**

European landscape art emerged in the seventeenth century, exploring aesthetic qualities associated with nature, but also representing social values. English gardens and paintings by such artists as Constable and Turner were signifiers of economic and political

change in the eighteenth and nineteenth centuries, as were artworks in colonial New Zealand.

*Prerequisite:* Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 211

#### **ARTHIST 312**

**15 Points**

##### **Neo-Gothic to Art Nouveau**

Focuses on nineteenth-century British architecture and design. Topics include debates about style and history, relationships between form and function, uses of new technology and the role of ornament, and their relationships to man-made structures and to nature in the context of nineteenth-century social conditions and ideas.

*Prerequisite:* 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 212

#### **ARTHIST 314**

**15 Points**

##### **Art and New Zealand: Pasts and Presents**

The selection of topics from the late eighteenth century to the 1970s includes cross-cultural interactions and representations, landscape and art, questions of cultural identity and innovation, relationships with the art of Europe, America, Australia and Oceania, and tensions between the local and international. Painting, sculpture, carving, architecture, photography and other media are studied.

*Prerequisite:* 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 110, 110G, 214

#### **ARTHIST 315**

**15 Points**

##### **The Print in Northern Europe 1470-1600**

Examines the emergence and development of the print as an independent art form in Northern Europe during the Renaissance, with a close study of the works of major artists.

*Prerequisite:* Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 215

#### **ARTHIST 317**

**15 Points**

##### **Contemporary Pacific Art**

Focuses on work by contemporary Pacific artists, exploring the ways that they translate indigenous knowledge and urban experiences into gallery forms such as painting, installation, performance, film and video making. Themes such as migration and diaspora, language and memory, notions of homelands and return, and the creation of complex cultural identities will be explored.

*Prerequisite:* 30 points at Stage II in Art History, or PACIFIC 201 and 15 points at Stage II in Pacific Studies, or HERITAGE 200 or MUSEUMS 200

*Restriction:* ARTHIST 217

#### **ARTHIST 321**

**15 Points**

##### **Art and Revolution 1750-1850**

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:* 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 201

**ARTHIST 322****15 Points****Origins of Modern Sculpture**

Explores the transition from traditional to contemporary forms and themes in European and American sculpture. The focus is on artistic activity in Paris from 1900 to 1914 with consideration of definitions of sculpture, abstraction, processes, materials, influences and innovation. Major artists and topics include Picasso, Brancusi, Moore, Constructivism, Futurism, Paris as an art centre, and sculpture and gender.

*Prerequisite:* Any 30 points at Stage II in Art History

*Restriction:* ARTHIST 222

**ARTHIST 324****15 Points****Power and Piety: The Baroque**

The use of art to display, enhance, and justify political power and piety and to promote political and religious ideologies in the major power centres of seventeenth-century Europe in the Baroque period. Refers to the work of artists such as Caravaggio, Bernini, Velasquez, Rubens, Rembrandt, Van Dyck, Le Brun, Jones and Wren.

*Prerequisite:* Any 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 224, 306

**ARTHIST 325****15 Points****Imaging the Renaissance**

An examination of the society and culture of Europe between 1400 and 1700 as expressed in print and visual images. Topics include court and merchant culture, popular cultures, religious faith and the Reformation, festivals, literacy and the book, family and marriage, food, sexualities, witchcraft, death and disease.

*Prerequisite:* 30 points at Stage II in Art History or History, or EUROPEAN 100 and 15 points at Stage II in Art History or History

*Restriction:* ARTHIST 225, HISTORY 337

**ARTHIST 327****15 Points****Art in Context: Study Abroad**

Highlights the importance of studying original artworks in context. Contexts for artworks include the original setting, such as a palace, monastery, or town hall, to wider examinations of the socio-historical situations in which they were created. In addition, new museological contexts for artworks offer insight into the display and interpretation of visual culture.

*Prerequisite:* 30 points in Art History at Stage II and permission of Head of Department

*Restriction:* ARTHIST 727

**ARTHIST 330****15 Points****Special Topic: Art Writing and Methodology**

Introduces a range of methodologies in the discipline by surveying the development of art writing from the Renaissance to the present, focusing predominantly on ideas that have informed Art History since the late nineteenth century. Lectures on case studies demonstrating different art historical approaches will be accompanied by discussions on texts and the trialling of methodologies in written projects. This reading-based course is recommended for students planning to study Art History at postgraduate level.

*Prerequisite:* 30 points at Stage II in Art History

**ARTHIST 331****15 Points****Framing the Viewer: 20th Century Art**

The rise of Modernism saw the development of art which is reflexive, which draws attention to itself and the illusion of representation, making us reflect about what art is and how it affects the viewer. This course

is designed to enable students to develop their own reflexivity and critical awareness through a study of the 'classic' movements of the twentieth century, such as Cubism, Expressionism, Dada, Surrealism, Abstract Expressionism, Op, Pop and Conceptual Art.

*Prerequisite:* 30 points at Stage II in Art History

*Restriction:* ARTHIST 231

**ARTHIST 332****15 Points****Art Crime**

Explores the growing trend of art crime through a focus on five primary areas: theft, fraud, smuggling, forgery, and vandalism. These will be examined within the context of international and New Zealand case studies, including the theft of the Mona Lisa in 1911, Nazi looting in World War II, and thefts during the Iraq War in 2003. Ways to curb such crime, particularly the development of art crime squads, will also be discussed.

*Prerequisite:* 30 points at Stage II in Art History

*Restriction:* ARTHIST 230

**ARTHIST 333****15 Points****Gender, Ethnicity and Visual Culture**

Explores the intersection of gender and ethnicity with the visual arts. Emphasis will be on art forms and traditions in Aotearoa/New Zealand, the United States, Canada and Australia, with some reference to the Pacific, including photography, film, jewellery, tattoo and textiles.

*Prerequisite:* 30 points at Stage II in Art History

*Restriction:* ARTHIST 233, 319

**ARTHIST 334****15 Points****Contemporary Art and Theory**

Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.

*Prerequisite:* 30 points at Stage II in Art History or FTVMS 200–214, 216–219

*Restriction:* ARTHIST 204

**ARTHIST 335****15 Points****Contemporary New Zealand Art**

A focus on contemporary art practice in New Zealand from the 1970s to the present. It opens with the later modernist period, charting its influences and developments into post-object and post-modern practice. It also considers artists dealing with issues relating to feminism and gender and examines landscape and popular culture, perceived from indigenous, settler and migrant perspectives.

*Prerequisite:* Any 30 points at Stage II in Art History

*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:* 30 points at Stage II in Art History, or EUROPEAN 100 and 15 points at Stage II in Art History

*Restriction:* ARTHIST 101, 236



**ARTHIST 338 15 Points****Mana Taonga: Tradition and Innovation in Māori Art**

Considers Māori visual art from arrival from the Pacific to the present day. Examines how artists critically negotiated current notions of identity in their work. Forms including moko, carving, weaving, architecture, film and contemporary art are explored through key ideas such as gender politics, patronage, and repatriation. Artists examined include Raharuhi Rukupo, Te Kooti, Pine Taiapa, Lisa Reihana and Ralph Hotere.

*Prerequisite:* Any 30 points at Stage II in Art History, or Māori Studies

*Restriction:* ARTHIST 102, 238

**ARTHIST 345 15 Points**  
**Special Topic****ARTHIST 346 15 Points****Special Topic: Art and Photography**

Offers a survey of photography from the mid-nineteenth century to the present, as it has intersected with other media and forms in the visual arts. It will focus primarily on works in the twentieth and twenty-first centuries. The course examines key stylistic and thematic features of photographs, and critical and cultural questions concerning the development and impacts of art photography.

*Prerequisite:* 30 points at Stage II in Art History

*Restriction:* ARTHIST 246

**ARTHIST 347 15 Points**  
**Special Topic**

*Prerequisite:* Any 30 points at Stage II in Art History

*Restriction:* ARTHIST 247

**ARTHIST 348 15 Points**  
**Special Topic: Performance Art**

Examines the ways in which artists use or reference bodies as sites of their creative practice. A range of movements from the early twentieth century to the present are considered, including Dada, Fluxus, feminist practices and performative photography. Issues such as documentation, ritual, endurance and prosthetics are also explored. Both international and New Zealand artists are discussed.

*Prerequisite:* Any 30 points at Stage II in Art History

*Restriction:* ARTHIST 248

**Postgraduate 700 Level Courses****ARTHIST 703A 15 Points****ARTHIST 703B 15 Points****Cross-cultural Representation**

Discussions of cross-cultural interactions and representations in all visual media from the eighteenth century to the twenty-first century. The course mainly, though not exclusively, explores European imaginings of encounters with non-European people and places. The focuses are on travel, migration and creativity, and the uses, meanings and values of both colonial-period and post-colonial and contemporary art and photography in different socio-cultural contexts.

*Restriction:* ARTHIST 733

*To complete this course students must enrol in ARTHIST 703 A and B*

**ARTHIST 706 30 Points****ARTHIST 706A 15 Points****ARTHIST 706B 15 Points****Contemporary Public Art: Politics and Process**

Examines the politics and process around

contemporary public art and monuments, predominantly sculpture. Topics include: the challenges of public space, patronage, issues of nationalism and cultural identity, memorialisation (eg, war and Holocaust memorials), and the urban environment. Issues and controversies around international case studies and local practice are studied in relation to work in Europe, North America, and Australasia.

*Restriction:* ARTHIST 717, 719

*To complete this course students must enrol in ARTHIST 706 A and B, or ARTHIST 706*

**ARTHIST 715 15 Points****Special Topic: Museums and Politics of Culture**

This interdisciplinary course investigates the presentation of culture in museums and art galleries, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international practice as well as regional examples from New Zealand, Australia and the Pacific.

*Restriction:* ARTHIST 721

**ARTHIST 718 30 Points****ARTHIST 718A 15 Points****ARTHIST 718B 15 Points****Museums: Past and Present**

Art and other museums and art galleries as institutions from their beginnings to the present day. Examines the origins of the museum, Renaissance art collections and private museums, the emergence of the public museum, ideas about collecting and collections, recent and contemporary museums, innovation and change in museum practices and architecture.

*To complete this course students must enrol in ARTHIST 718 A and B, or ARTHIST 718*

**ARTHIST 719 15 Points****Public Art: Issues and Controversy**

A study of the politics and function of public art and monuments, predominantly sculpture. Topics include: the challenges of public space, issues of nationalism and cultural identity, memorialisation (for example war and Holocaust memorials), patronage and the urban environment, controversial works, and local practice in relation to international case studies. Public art in Europe, North America and Australia is examined.

*Restriction:* ARTHIST 706

**ARTHIST 721A 15 Points****ARTHIST 721B 15 Points****Museums and the Politics of Culture**

This interdisciplinary course investigates the presentation of culture in museums and art galleries, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international practice as well as regional examples from New Zealand, Australia and the Pacific.

*Restriction:* ARTHIST 714, 715

*To complete this course students must enrol in ARTHIST 721 A and B*

**ARTHIST 722 30 Points****ARTHIST 722A 15 Points****ARTHIST 722B 15 Points****Rembrandt and His World**

A broad range of critical approaches to the art and life

of Rembrandt. The course is taught in seven modules: these comprise the socio-political milieu in which he worked, the historical documents of his life, the artworks he produced, the technical aspects of his work, the organisation of his studio and mechanics of the art market, the issue of authorship and the critical reception of his life and work.

*Restriction: ARTHIST 737*

*To complete this course students must enrol in ARTHIST 722 A and B, or ARTHIST 722*

**ARTHIST 723 30 Points**

**ARTHIST 723A 15 Points**

**ARTHIST 723B 15 Points**

#### **Art, Concept and Practice**

A study of the intersections of the visual arts and concepts from a variety of textual perspectives. Class discussions will focus on close analyses of predominantly contemporary art works, films, videos, and buildings in relation to philosophical, literary and art theoretical writings. The course may involve projects with Auckland art galleries, such as the University's Gus Fisher Gallery, thus providing valuable experience in curatorial practice.

*To complete this course students must enrol in ARTHIST 723 A and B, or ARTHIST 723*

**ARTHIST 724 15 Points**

#### **Special Topic**

**ARTHIST 725 30 Points**

**ARTHIST 725A 15 Points**

**ARTHIST 725B 15 Points**

#### **Concepts in Contemporary Art**

Examines the cross-fertilisation of theory and praxis, philosophy and art, 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*

**ARTHIST 726 15 Points**

#### **Special Study**

Directed study on a topic or topics approved by the Head of Department.

**ARTHIST 727 15 Points**

#### **Art in Context: Study Abroad**

Highlights the importance of studying original artworks in context. Contexts for artworks include the original setting, such as a palace, monastery, or town hall, to wider examinations of the socio-historical situations in which they were created. In addition, new museological contexts for artworks offer insight into the display and interpretation of visual culture.

*Restriction: ARTHIST 327*

**ARTHIST 730 30 Points**

**ARTHIST 730A 15 Points**

**ARTHIST 730B 15 Points**

#### **Topics in Māori and Pacific Art and Visual Culture**

Focuses on a range of Māori and Pacific art forms and aspects of visual culture exploring their affinities and differences. Themes include indigenous and migrant

voices, memory and notions of belonging, popular culture and its interface with gallery practice and stereotypes and representation. Themes and issues are discussed alongside relevant Pacific writers and theorists, including Ngāhuia Te Awēkotuku, Albert Wendt and Epeli Hau'ofa.

*Restriction: ARTHIST 732, 736*

*To complete this course students must enrol in ARTHIST 730 A and B, or ARTHIST 730*

**ARTHIST 731 15 Points**

#### **Sites of Resistance**

Focuses on issues and implications of colonialism and its role in relation to the creation and expression of cultural identities. Classes revolve around close discussions of key readings and their implications in relation to contemporary art practice. There will be particular emphasis on the mediums of film, video, photography, multimedia and performance. Topics include border art, gender issues and counter-curating.

*Restriction: ARTHIST 712*

**ARTHIST 732 15 Points**

#### **Topics in Pacific Art and Visual Culture**

Focuses on a range of Pacific art forms and aspects of visual culture. Topics include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practice and stereotypes and representation. A range of art works and issues are discussed alongside relevant Pacific writers and theorists, including Ngāhuia Te Awēkotuku, Albert Wendt and Epeli Hau'ofa.

*Restriction: ARTHIST 730*

**ARTHIST 733 15 Points**

#### **Special Topic**

**ARTHIST 734 30 Points**

**ARTHIST 734A 15 Points**

**ARTHIST 734B 15 Points**

#### **Art Writing and Curatorial Practice**

Explores the basic principles of curatorial practice and art writing. It will open up professional opportunities for students interested in working with art galleries and museums, and will focus on developing comprehensive art writing skills.

*To complete this course students must enrol in ARTHIST 734 A and B, or ARTHIST 734*

**ARTHIST 735 30 Points**

**ARTHIST 735A 15 Points**

**ARTHIST 735B 15 Points**

#### **The Renaissance Print**

Examines the emergence and development of multiple visual images in print form during the Renaissance. The focus will be on printmaking in Germany, Italy and the Low Countries from around 1470-1600. Topics include woodcuts in early printed books, Reformation prints, the representation of peasants and women, and study of major artist printmakers such as Mantegna, Dürer, Bruegel and Goltzius.

*To complete this course students must enrol in ARTHIST 735 A and B, or ARTHIST 735*

**ARTHIST 736 15 Points**

#### **Critical Issues in Māori Art**

Exposes students to the ways in which Māori art engages with a range of sites, including the marae, art gallery, museum and auction house, both nationally and internationally. This course will provide a comprehensive overview of the main writers and

curators, as well as key exhibitions and artists, particularly over the past 150 years.

*Restriction: ARTHIST 730*

### **ARTHIST 737 15 Points**

#### **Special Topic: Rembrandt and His World**

A broad range of critical approaches to the art and life of Rembrandt, including the socio-political milieu in which he worked, the historical documents of his life, the artworks he produced, the technical aspects of his work, the organisation of his studio and mechanics of the art market, the issue of authorship and the critical reception of his life and work.

*Restriction: ARTHIST 722*

### **ARTHIST 790 30 Points**

#### **ARTHIST 790A 15 Points**

#### **ARTHIST 790B 15 Points**

#### **Dissertation**

*To complete this course students must enrol in ARTHIST 790 A and B, or ARTHIST 790*

### **ARTHIST 792 45 Points**

#### **ARTHIST 792A 22.5 Points**

#### **ARTHIST 792B 22.5 Points**

#### **Dissertation**

*To complete this course students must enrol in ARTHIST 792 A and B*

### **ARTHIST 793 15 Points**

#### **Research Essay**

A 5000 word supervised research essay selected by the student and the Department's Postgraduate Adviser or Head of the Department in consultation.

### **ARTHIST 794 30 Points**

#### **ARTHIST 794A 15 Points**

#### **ARTHIST 794B 15 Points**

#### **Research Project**

*To complete this course students must enrol in ARTHIST 794 A and B, or ARTHIST 794*

### **ARTHIST 795A 60 Points**

### **ARTHIST 795B 60 Points**

#### **Research Portfolio**

*Prerequisite: A BA(Hons) in Art History with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in ARTHIST 795 A and B*

### **ARTHIST 796A 60 Points**

### **ARTHIST 796B 60 Points**

#### **Thesis**

*Prerequisite: A BA(Hons) in Art History with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in ARTHIST 796 A and B*

## **Arts General**

### **Foundation Courses**

### **ARTSGEN 92F 15 Points**

#### **Introduction to Arts and Humanities**

Introduction to Arts and Humanities is 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.

### **Preparatory Courses**

### **ARTSGEN 92P 15 Points**

#### **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 course 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 92F*

### **Stage III**

### **ARTSGEN 300 15 Points**

#### **Directed Study**

Directed study on a topic or topics approved by the Head of Department.

*Prerequisite: Approval of the Head of Department concerned and Faculty*

### **Diploma Courses**

### **ARTSGEN 688A 15 Points**

### **ARTSGEN 688B 15 Points**

#### **Dissertation**

Essay, project or special directed study, involving work in one subject or interdisciplinary work involving one subject among others.

*To complete this course students must enrol in ARTSGEN 688 A and B*

### **ARTSGEN 690A 15 Points**

### **ARTSGEN 690B 15 Points**

#### **Essay/Special Directed Study/Research Project**

Essay, project or special directed study, involving work in the subject of the student's masters degree or major of the student's first degree or interdisciplinary work involving that subject and others.

*To complete this course students must enrol in ARTSGEN 690 A and B*

### **Postgraduate 700 Level Courses**

### **ARTSGEN 740 15 Points**

### **ARTSGEN 740A 7.5 Points**

### **ARTSGEN 740B 7.5 Points**

#### **Research Essay**

*To complete this course students must enrol in ARTSGEN 740 A and B, or ARTSGEN 740*

### **ARTSGEN 777 15 Points**

#### **Special Language Studies 1**

Study at an approved overseas institution where the language of instruction is a language other than English. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of achievement in the language concerned, together with any other work specified by the Head of Department or School.

*Prerequisite: Approval of Head of Department or School for language subject concerned. A student must be enrolled for the BA(Hons) or MA, and for this course, before starting overseas study*



<b>ARTSGEN 778</b> <b>Special Language Studies 2</b>	<b>30 Points</b>
As for ARTSGEN 777. The overseas study, together with any other work required by the Head of Department or School, is to be equivalent in volume to a 30 point course.	
<b>ARTSGEN 780</b>	<b>30 Points</b>
<b>ARTSGEN 780A</b>	<b>15 Points</b>
<b>ARTSGEN 780B</b> <b>Research Essay</b>	<b>15 Points</b>
To complete this course students must enrol in ARTSGEN 780 A and B, or ARTSGEN 780	
<b>ARTSGEN 792</b>	<b>45 Points</b>
<b>ARTSGEN 792A</b>	<b>22.5 Points</b>
<b>ARTSGEN 792B</b> <b>Dissertation</b>	<b>22.5 Points</b>
To complete this course students must enrol in ARTSGEN 792 A and B, or ARTSGEN 792	
<b>ARTSGEN 794A</b>	<b>45 Points</b>
<b>ARTSGEN 794B</b> <b>Thesis</b>	<b>45 Points</b>
To complete this course students must enrol in ARTSGEN 794 A and B	
<b>ARTSGEN 796A</b>	<b>60 Points</b>
<b>ARTSGEN 796B</b> <b>Thesis</b>	<b>60 Points</b>
To complete this course students must enrol in ARTSGEN 796 A and B	
<b>ARTSGEN 797A</b>	<b>60 Points</b>
<b>ARTSGEN 797B</b> <b>Research Portfolio</b>	<b>60 Points</b>
To complete this course students must enrol in ARTSGEN 797 A and B	

## Asian Studies

### Stage I

<b>ASIAN 100</b> <b>Images of Asia</b>	<b>15 Points</b>
An introduction to the history of China, Japan, Korea and South-East Asia, exploring historical conceptions and misconceptions. <i>Restriction: HISTORY 135</i>	
<b>ASIAN 101</b> <b>Faith and Festival in Asia</b>	<b>15 Points</b>
A broad-based introduction to religious life in East and South-East Asia with special focus on ritual life and ceremony rather than canonical texts and theology. Religion at the personal, family, community and state level are all considered, with examples from 'animism', shamanism, Daoism, Buddhism, Shinto, Islam, Hinduism, Asian Christianity and their myriad combinations.	
<b>ASIAN 140</b>	<b>15 Points</b>
<b>ASIAN 140G</b> <b>New Zealand and Asia</b>	<b>15 Points</b>
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

<b>ASIAN 200</b> <b>Asian Identities</b>	<b>15 Points</b>
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. <i>Prerequisite: ASIAN 100</i> <i>Restriction: ASIAN 303</i>	
<b>ASIAN 201</b> <b>Islamic Asia</b>	<b>15 Points</b>
Introduces fundamental beliefs and practices of Muslims, presented within a broad historical framework. Also explores religion and identity in the colonial and post-colonial states of the Muslim world with particular interest in the nationalist movements of the Middle East, South and Southeast Asia. <i>Prerequisite: Any 30 points at Stage I</i> <i>Restriction: ASIAN 301</i>	
<b>ASIAN 202</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: Any 30 points at Stage I in BA courses</i>	
<b>ASIAN 203</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: Any 30 points at Stage I in BA courses</i>	
<b>ASIAN 204</b> <b>Asian Diasporas</b>	<b>15 Points</b>
Focuses on three major diasporic groups of 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. <i>Prerequisite: 30 points at Stage I in Asian Studies, or 45 points at Stage I in BA courses</i> <i>Restriction: ASIAN 302</i>	
<b>ASIAN 206</b> <b>Globalisation and East Asia</b>	<b>15 Points</b>
Explores the global transformation in its political, economic and social dimensions, and examines how East Asian countries respond to and interact with globalisation for their social and economic development. <i>Prerequisite: Any 45 points in BA or BCom courses</i> <i>Restriction: KOREAN 240</i>	
<b>ASIAN 207</b> <b>East Asian Film</b>	<b>15 Points</b>
In nations undergoing rapid social and political change, films are a means of charting the transformation of contemporary cultures and communities. Selected Chinese, Japanese and Korean films offer artistic sites where issues in the development of these nations are contested. Several films will be compared with their literary originals. Other films offer insight into social phenomena. <i>Prerequisite: 30 points from ASIAN 100, CHINESE 130, JAPANESE 150, KOREAN 120, or 30 points from FTVMS 100 and 101, or 45 points at Stage I in BA courses</i> <i>Restriction: CHINESE 124, 125, ASIAN 307</i>	

**ASIAN 208 15 Points****Writing Systems in East Asian Cultures**

The written form has always carried enormous cultural value in East Asia. This course examines the development of Chinese characters, their use in Korea and Japan, and the appearance of new scripts to supplement or replace them. It also examines the principles behind each script and the role they play in defining national identity. No previous knowledge of Asian languages is required.

*Prerequisite:* 45 points at Stage I in BA courses

*Restriction:* ASIAN 308

**Stage III****ASIAN 300 15 Points****Special Study**

Independent student research conducted under the supervision of one or more lecturers.

*Prerequisite:* School approval required

**ASIAN 301 15 Points****Islamic Asia**

Introduces fundamental beliefs and practices of Muslims, presented within a broad historical framework. Also explores religion and identity in the colonial and post-colonial states of the Muslim world with particular interest in the nationalist movements of North Africa, the Middle East, South and Southeast Asia.

*Prerequisite:* 30 points at Stage II in Asian Studies

*Restriction:* ASIAN 201

**ASIAN 302 15 Points****Asian Diasporas**

The historical backgrounds, development and modern situations in Korean, Japanese and Chinese emigration are examined, particularly in respect of Korean migrants, through case studies of individual, group and host society experiences.

*Prerequisite:* Any 30 points at Stage II in BA courses

*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 Asian Studies

*Restriction:* ASIAN 200

**ASIAN 304 15 Points****Special Topic**

*Prerequisite:* ASIAN 100 and 30 points at Stage II in Asian Studies

**ASIAN 305 15 Points****Popular Culture in Asia**

Provides critical analysis of different forms of popular culture in Asia, including cinema, television, advertising, fashion, magazines and comic books, and the internet to examine changing patterns of politics and culture in Asia.

*Prerequisite:* 30 points from ANTHRO 232, 233, ASIAN 200–208, FTVMS 205, 216, HISTORY 212, 213, 221, 222,

226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, PHIL 214, POLITICS 226

*Restriction:* KOREAN 340

**ASIAN 306 15 Points****Gender, Asia, Text**

The representation and construction of gender in social, cultural and literary texts throughout East Asia. These are examined comparatively in both socio-historical and contemporary contexts.

*Prerequisite:* 30 points from ANTHRO 232, 233, ASIAN 200–208, FTVMS 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, POLITICS 226, PHIL 214

**ASIAN 307 15 Points****East Asian Film**

In nations undergoing rapid social and political change, films are a means of charting the transformation of contemporary cultures and communities. Selected Chinese, Japanese and Korean films offer artistic sites where issues in the development of these nations are contested. Several films will be compared with their literary originals. Other films offer insight into social phenomena.

*Prerequisite:* 30 points from ANTHRO 232, 233, ASIAN 200–206, 208, FTVMS 202, 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, POLITICS 226, PHIL 214

*Restriction:* ASIAN 207

**ASIAN 308 15 Points****Writing Systems in East Asian Cultures**

The written form has always carried enormous cultural value in East Asia. This course examines the development of Chinese characters, their use in Korea and Japan, and the appearance of new scripts to supplement or replace them. It also examines the principles behind each script and the role they play in defining national identity. No previous knowledge of Asian languages is required.

*Prerequisite:* 30 points from ANTHRO 232, 233, ASIAN 200–207, FTVMS 205, 216, HISTORY 212, 213, 221, 222, 226, 246, 248, 249, JAPANESE 240, 270, KOREAN 230, POLITICS 226, PHIL 214

*Restriction:* ASIAN 208

**Postgraduate 700 Level Courses****ASIAN 700 15 Points****Research Methods**

Research methods in Asian Studies: an introduction to the theories and methods of research in history, literature and cultural studies in an Asian context, including practical instruction in the skills involved in developing individual research projects.

**ASIAN 701 30 Points****ASIAN 701A 15 Points****ASIAN 701B 15 Points****East Asia: Civilisation, Tradition and Globalisation**

An interdisciplinary study of East Asia through comparisons of historical, linguistic, sociological, literary and other approaches. Aims to equip students with critical analytical skills for area studies, with particular reference to East Asia. A required course for the BA(Hons) in Asian Studies.

*To complete this course students must enrol in ASIAN 701 A and B, or ASIAN 701*

<b>ASIAN 710</b> <b>Translation Project</b> The translation of a text or texts, translator's note and an extensive glossary of the terminology of the field.	<b>30 Points</b>
<b>ASIAN 711</b> <b>Dissertation on Translation</b> Theoretical aspects of translation.	<b>30 Points</b>
<b>ASIAN 712</b> <b>Dissertation on Translation</b> Theoretical aspects of translation.	<b>45 Points</b>
<b>ASIAN 720</b> <b>Gender and Literature in Asia</b> Representations of women and men in the literature of Japan, China and Korea, with reference to their historical and social context, to exoticised stereotypes of feminine and masculine identities, and to assumptions which lead to an essentialist reading of texts. Texts in English.	<b>30 Points</b>
<b>ASIAN 752</b> <b>A Course-linked Research Topic</b> A research topic related to another course in which the student is enrolled.	<b>15 Points</b>
<b>ASIAN 753</b>	<b>15 Points</b>
<b>ASIAN 753A</b>	<b>7.5 Points</b>
<b>ASIAN 753B</b> <b>Special Topic</b> <i>To complete this course students must enrol in ASIAN 753 A and B, or ASIAN 753</i>	<b>7.5 Points</b>
<b>ASIAN 754</b> <b>Special Topic</b>	<b>30 Points</b>
<b>ASIAN 755</b> <b>Directed Study</b>	<b>15 Points</b>
<b>ASIAN 756</b> <b>Directed Study</b>	<b>30 Points</b>
<b>ASIAN 757</b> <b>Research Essay</b>	<b>15 Points</b>
<b>ASIAN 758</b>	<b>30 Points</b>
<b>ASIAN 758A</b>	<b>15 Points</b>
<b>ASIAN 758B</b> <b>Research Essay</b> <i>To complete this course students must enrol in ASIAN 758 A and B, or ASIAN 758</i>	<b>15 Points</b>
<b>ASIAN 759</b> <b>Research Essay</b>	<b>45 Points</b>
<b>ASIAN 780</b>	<b>30 Points</b>
<b>ASIAN 780A</b>	<b>15 Points</b>
<b>ASIAN 780B</b> <b>Dissertation</b> <i>To complete this course students must enrol in ASIAN 780 A and B, or ASIAN 780</i>	<b>15 Points</b>
<b>ASIAN 792A</b>	<b>22.5 Points</b>
<b>ASIAN 792B</b> <b>Dissertation</b> <i>To complete this course students must enrol in ASIAN 792 A and B</i>	<b>22.5 Points</b>

<b>ASIAN 793A</b>	<b>45 Points</b>
<b>ASIAN 793B</b> <b>Thesis</b> <i>Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent</i> <i>To complete this course students must enrol in ASIAN 793 A and B</i>	<b>45 Points</b>
<b>ASIAN 796A</b>	<b>60 Points</b>
<b>ASIAN 796B</b> <b>Thesis</b> <i>Prerequisite: A BA(Hons) in Asian Studies with at least Second Class Honours, First Division, or equivalent</i> <i>To complete this course students must enrol in ASIAN 796 A and B</i>	<b>60 Points</b>
<b>ASIAN 797A</b>	<b>60 Points</b>
<b>ASIAN 797B</b> <b>Research Portfolio</b> <i>To complete this course students must enrol in ASIAN 797 A and B</i>	<b>60 Points</b>

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## Biblical Studies

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### Stage I

<b>BSTHEO 135</b> <b>Biblical Hebrew 1</b> Designed to give students a basic knowledge of Biblical Hebrew, enabling them to use dictionaries and commentaries, and read simple texts.	<b>15 Points</b>
<b>BSTHEO 136</b> <b>Biblical Hebrew 2</b> Consolidates the knowledge of Biblical Hebrew gained in BSTHEO 135 and extends this knowledge in relation to grammar and the translation of texts from the Hebrew Bible. <i>Prerequisite: BSTHEO 135</i>	<b>15 Points</b>
<b>BSTHEO 175</b> <b>New Testament Greek 1</b> Designed to give students a basic knowledge of New Testament Greek, enabling them to use dictionaries and commentaries, and read simple texts. No prior knowledge of Greek is assumed. <i>Restriction: GREEK 100</i>	<b>15 Points</b>
<b>BSTHEO 176</b> <b>New Testament Greek 2</b> Consolidates the knowledge of New Testament Greek gained in BSTHEO 175 and extends students' knowledge of grammar and their facility to translate selected texts from the New Testament. <i>Prerequisite: BSTHEO 175</i> <i>Restriction: GREEK 101</i>	<b>15 Points</b>

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### Stage II

<b>BSTHEO 210</b> <b>Genesis</b> Examines major issues in Genesis. A variety of interpretative methods will be used to explore selected texts and their implications for contemporary society. <i>Prerequisite: BSTHEO 110 or 111 or THEOLOGY 103</i> <i>Restriction: BSTHEO 202, 310</i>	<b>15 Points</b>
<b>BSTHEO 211</b> <b>Prophets: Voices of Protest and Hope</b> Explores the messages of protest and hope within the biblical prophetic literature. A variety of interpretative methods will be used to identify the theological and	<b>15 Points</b>



ethical dimensions of prophetic texts and relate them to contemporary society.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 203, 204, 303, 311, 314

### **BSTHEO 212** 15 Points **Biblical Wisdom and Psalms**

An overview of Wisdom literature and the Psalms with attention directed to form, substance, and theology, and focusing on the biblical search for truth and meaning in this literature. Attention is paid to the theological and pastoral questions raised by Wisdom writings and the Psalms in contemporary contexts and how these texts have informed New Testament worship and teaching.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 207, 208, 306, 312

### **BSTHEO 216** 15 Points **Biblical Texts in Contexts**

A critical study of the relationship of biblical texts to their historical, literary, social and cultural contexts, and how these illuminate contemporary contexts and interpretations. Students will be enabled to assess the significance of the biblical text in historical and contemporary situations, recognising the multi-faceted nature of all biblical interpretation.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 201, 241, 316

### **BSTHEO 220** 15 Points **Gospel of Mark**

An examination of the Gospel of Mark in the context of the first century Graeco-Roman world and its relationship to the other synoptic gospels. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 247, 320

### **BSTHEO 221** 15 Points **Johannine Literature**

A study of selected texts from the Johannine literature and their place in the development of early Christianity, with a focus on the literary relationships among the Johannine writings. An examination of themes and issues identified by contemporary scholarship, with reference to their relevance to the contemporary context will be undertaken. This course may also be available in flexible mode.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 244, 321, 343, 349

### **BSTHEO 222** 15 Points **Paul's Letters**

A consideration of one or more of the Pauline letters in the context of first century letters and letter writing generally. An examination of the possible context/s of the selected texts will be accompanied by a study of key themes identified by recent scholarship.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 249, 251, 253, 322, 347

### **BSTHEO 223** 15 Points **Gospel of Matthew**

An examination of the Gospel of Matthew in the context of the first century Graeco-Roman world. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 243, 323

### **BSTHEO 231** 15 Points **Special Topic**

*Prerequisite:* THEOLOGY 103 or 105

*Restriction:* BSTHEO 331

### **Stage III**

### **BSTHEO 310** 15 Points **Genesis**

Examines major issues in Genesis. A variety of interpretative methods will be used to explore selected texts and their implications for contemporary society.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 202, 210

### **BSTHEO 311** 15 Points **Prophets: Voices of Protest and Hope**

Explores the messages of protest and hope within the biblical prophetic literature. A variety of interpretative methods will be used to identify the theological and ethical dimensions of prophetic texts and relate them to contemporary society.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 203, 204, 211, 303, 314

### **BSTHEO 312** 15 Points **Biblical Wisdom and Psalms**

An overview of Wisdom literature and the Psalms with attention directed to form, substance, and theology, and focusing on the biblical search for truth and meaning in this literature. Attention is paid to the theological and pastoral questions raised by Wisdom writings and the Psalms in contemporary contexts and how these texts have informed New Testament worship and teaching.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 207, 208, 212, 306

### **BSTHEO 316** 15 Points **Biblical Texts in Contexts**

A critical study of the relationship of biblical texts to their historical, literary, social and cultural contexts, and how these illuminate contemporary contexts and interpretations. Students will be enabled to assess the significance of the biblical text in historical and contemporary situations, recognising the multi-faceted nature of all biblical interpretation.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 201, 216, 241

### **BSTHEO 320** 15 Points **Gospel of Mark**

An examination of the Gospel of Mark in the context of the first century Graeco-Roman world and its relationship to the other synoptic gospels. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 220, 247

### **BSTHEO 321** 15 Points **Johannine Literature**

A study of selected texts from the Johannine literature and their place in the development of early Christianity, with a focus on the literary relationships among the Johannine writings. Critical examination of themes and issues identified by contemporary scholarship, with reference to their relevance to the contemporary context. This course may also be available in flexible mode.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 221, 244, 343, 349

**BSTHEO 322** **15 Points**  
**Paul's Letters**

A consideration of one or more of the Pauline letters in the context of first century letters and letter writing generally. An examination of the possible context/s of the selected texts will be accompanied by a study of key themes identified by recent scholarship.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 222, 249, 251, 253, 347

**BSTHEO 323** **15 Points**  
**Gospel of Matthew**

An examination of the Gospel of Matthew in the context of the first century Graeco-Roman world. Key themes in recent scholarship on the Gospel will be identified and their significance for the contemporary context will be considered.

*Prerequisite:* BSTHEO 110 or 111 or THEOLOGY 103

*Restriction:* BSTHEO 223, 243

**BSTHEO 330** **15 Points**  
**Bible Lands: Study Abroad**

A study of biblical texts in their contexts of inception with particular attention to the history, geography and archaeology of the lands of the Middle East in which the texts originated. This will include visits to archaeological sites and to museums enabling material culture to be included in the interpretation of texts.

*Prerequisite:* Any 30 points at Stage II in Biblical Studies and permission of the Head of School

**BSTHEO 331** **15 Points**  
**Special Topic**

*Prerequisite:* Any 30 points at Stage II in Biblical Studies

*Restriction:* BSTHEO 231

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**Postgraduate 700 Level Courses****BSTHEO 712** **15 Points**  
**Historical Jesus Studies**

The history of the study of the historical Jesus with particular attention paid to issues of method and to key figures who have contributed to this study.

**BSTHEO 713** **15 Points**  
**Healing in Biblical Literature**

By way of a focused study of healing in the biblical narratives, this course develops facility in the use of advanced research methods in biblical studies.

**BSTHEO 714** **15 Points**  
**Special Topic in Hebrew Bible****BSTHEO 715** **15 Points**  
**Creation in the Bible**

An exploration of images of God as Creator and creation themes occurring throughout the Bible.

**BSTHEO 716** **15 Points**  
**Emergence of Christianity and Rabbinic Judaism**

Explores the emergence of two of the world's major religions from the same cultural and religious setting and their interrelationship. Topics may include: Jesus the Jew, the Pharisees, Rabbinic texts, and the Parting of the Ways.

**BSTHEO 720** **15 Points**  
**Biblical Studies through Biblical Lands: Study Abroad**

Encounter with biblical lands, their geography and sites uncovered by archaeologists, inform the interpretation of biblical texts. Travel through a selection of lands in which biblical texts originated [Egypt, Israel, Jordan, Syria, Turkey, Greece] will

be accompanied by historical, geographical, socio-cultural and archaeological studies of biblical texts.

**BSTHEO 721** **15 Points****Special Topic: Reading I and II Samuel**

An exploration of I and II Samuel, examining the themes and characters that are encountered in this narrative. Different methodological approaches will be used (including historical criticism, literary criticism, and reader-response criticism) to read the text closely and uncover its multiple layers of meaning.

**BSTHEO 780A** **15 Points****BSTHEO 780B** **15 Points**  
**Dissertation**

A supervised dissertation for BTheol(Hons) students designed to help them to engage with a research question in the area of Biblical Studies.

*To complete this course students must enrol in BSTHEO 780 A and B*

**BSTHEO 789** **15 Points****Research Essay**

A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Biblical Studies.

**BSTHEO 796A** **60 Points****BSTHEO 796B** **60 Points****Thesis**

The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to some branch of the subject.

*To complete this course students must enrol in BSTHEO 796 A and B*

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**Chinese****Stage I****CHINESE 100** **15 Points****CHINESE 100G** **15 Points****Beginning Modern Chinese 1**

Designed to provide basic written and spoken skills in modern standard Chinese (Mandarin, Putonghua) for beginners.

*Restriction:* CHINESE 110, 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 101** **15 Points****Beginning Modern Chinese 2**

Intended to enable students to recognise and write approximately 400 Chinese characters and to converse in basic language.

*Prerequisite:* CHINESE 100

*Restriction:* CHINESE 110, 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 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.

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**Stage II****CHINESE 200** **15 Points****Intermediate Modern Chinese 1**

CHINESE 200 and 201 are continuations of CHINESE

100 and 101. Emphasis is placed on the further development of skills in grammar, vocabulary, comprehension and sentence construction. Texts used include both semi-authentic and authentic materials that provide an insight into contemporary Chinese society.

*Prerequisite:* CHINESE 101

*Restriction:* CHINESE 210, 211, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### **CHINESE 201 15 Points**

#### **Intermediate Modern Chinese 2**

A continuation of CHINESE 200.

*Prerequisite:* CHINESE 200

*Restriction:* CHINESE 210, 211, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### **CHINESE 202 15 Points**

#### **Chinese for Semi-Natives A**

Designed for those whose Chinese reading and writing abilities roughly correspond to level 3 as assessed by the Hanyu Shuiping Kaoshi (HSK) proficiency exam. The course covers vocabulary and grammatical structures up to HSK level 4, focusing on reading and writing skills.

*Prerequisite:* School approval required

*Restriction:* CHINESE 100, 101, 110, 200, 201, 300, 301, 304, 305. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### **CHINESE 213 15 Points**

#### **Special Topic**

*Prerequisite:* CHINESE 101 or 110 or 130

### **CHINESE 277 15 Points**

#### **Chinese Study Abroad 2A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* School approval required

### **CHINESE 278 15 Points**

#### **Chinese Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* School approval required

### **Stage III**

### **CHINESE 300 15 Points**

#### **Advanced Modern Chinese 1**

Builds on previous study of Chinese with an emphasis on developing independent skills to operate confidently in a Chinese-speaking environment. Aims to improve language skills, particularly in the productive skills of speaking and writing, as well as increasing sensitivity to context.

*Prerequisite:* CHINESE 201 and 15 points from ASIAN 207, 208, HISTORY 213, 222

*Restriction:* CHINESE 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### **CHINESE 301 15 Points**

#### **Advanced Modern Chinese 2**

A continuation of CHINESE 300.

*Prerequisite:* CHINESE 300 or 377

*Restriction:* CHINESE 310

### **CHINESE 302 15 Points**

#### **Chinese for Semi-Natives B**

Designed for those whose Chinese reading and writing abilities roughly correspond to level 4 as assessed by the Hanyu Kaoshi (HSK) proficiency exam. The course covers HSK level 5 vocabulary and grammatical

structures, focusing on advanced reading and writing skills.

*Prerequisite:* CHINESE 202 or 301

*Restriction:* May not be taken if a student's reading and writing skills are assessed to be at an HSK level 5 or higher

### **CHINESE 304 15 Points**

#### **Classical Chinese 1**

Introduces a basic knowledge of classical Chinese language with selective readings from representative works of the pre-Qin period (before 221 BC). The emphasis will be on the differences and similarities between modern Chinese and classical Chinese in terms of vocabulary and grammar.

*Prerequisite:* CHINESE 200, 201 and 15 points from ASIAN 207, 208, HISTORY 213, 222

*Restriction:* 130.302, CHINESE 210, 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### **CHINESE 305 15 Points**

#### **Classical Chinese 2**

A continuation of CHINESE 304. Reading passages include further extensions of previously learnt functional words, as well as the introduction of additional vocabulary items and grammatical usage. Students are required to be able to render each passage into grammatically and lexically appropriate modern Chinese.

*Prerequisite:* CHINESE 304

*Restriction:* 130.302, CHINESE 210, 311

### **CHINESE 313 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in Chinese

### **CHINESE 325 15 Points**

#### **Contemporary Chinese Literature**

A critical analysis of a range of fictional texts from twentieth century China and the Chinese diaspora which explores the construction and subversion of the literary canon. All texts are in English.

*Prerequisite:* At least 45 points at Stage II in Chinese, or 30 points at Stage II in Asian Studies, or COMPLIT 100

*Restriction:* CHINESE 222

### **CHINESE 377 15 Points**

#### **Chinese Study Abroad 3A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* School approval required

### **CHINESE 378 15 Points**

#### **Chinese Study Abroad 3B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* CHINESE 377 and School approval required

### **Postgraduate 700 Level Courses**

### **CHINESE 707 15 Points**

#### **Teaching Chinese as a Foreign Language 1**

An overview and analysis of theories and research in the teaching of Chinese as a foreign language and its practice world-wide. Includes language analysis from a pedagogical perspective, the evaluation and development of TCFL teaching materials and Chinese language curriculum design and development.

*Prerequisite:* CHINESE 301 or equivalent

### **CHINESE 708 15 Points**

#### **Teaching Chinese as a Foreign Language 2**

Applies TCFL theory to the practice of teaching Chinese phonetics, vocabulary, grammar and Chinese characters, as well as conversational, reading and compositional skills. Includes contrastive analysis



in the TCFL classroom. May include classroom observation and supervised teaching practice in TCFL classes.

*Prerequisite:* CHINESE 301 or equivalent

#### **CHINESE 724 30 Points**

##### **Chinese Film and Popular Culture**

Chinese feature films and other popular cultural phenomena (eg, music, television, fashion, the internet) provide a medium for understanding a society undergoing rapid change. The emphasis is on contemporary developments, including youth cultures and Beijing from the 1960s to the present day. No knowledge of Chinese language required.

#### **CHINESE 725 30 Points**

##### **CHINESE 725A 15 Points**

##### **CHINESE 725B 15 Points**

##### **Advanced Translation Practice**

Practical training in translation from English to Chinese and Chinese to English. Text categories include general, commercial, legal, and technical materials.

*To complete this course students must enrol in CHINESE 725 A and B, or CHINESE 725*

#### **CHINESE 727 30 Points**

##### **Chinese New Zealanders**

Examines both recent immigration trends and the historical development of the New Zealand Chinese and other Asian communities. Special attention will be paid to the impact on New Zealand's demographic profile, social and economic implications and race relations issues, and contemporary transnationalism in its historical context. Will also examine settlement and integration issues, and the tension between globalisation and New Zealand nationalism.

##### **CHINESE 729A 15 Points**

##### **CHINESE 729B 15 Points**

##### **Special Topic**

*To complete this course students must enrol in CHINESE 729 A and B*

#### **CHINESE 730 15 Points**

##### **CHINESE 730A 7.5 Points**

##### **CHINESE 730B 7.5 Points**

##### **Directed Study**

*To complete this course students must enrol in CHINESE 730 A and B, or CHINESE 730*

#### **CHINESE 731 45 Points**

##### **Research Essay**

#### **CHINESE 732 30 Points**

##### **Directed Study**

#### **CHINESE 733 15 Points**

##### **Advanced Chinese 1**

Emphasis will be on advancing the oral and written skills through original Chinese source materials from various fields.

*Prerequisite:* CHINESE 301 or CHINESE 378 or equivalent

*Restriction:* CHINESE 700

#### **CHINESE 734 15 Points**

##### **Advanced Chinese 2**

A continuation of CHINESE 733.

*Prerequisite:* CHINESE 733 or equivalent

*Restriction:* CHINESE 700

#### **CHINESE 735 15 Points**

##### **Introduction to Chinese Linguistics**

The phonology, written system, dialectology, semantics, morphology, syntax and rhetoric of Chinese; and an introduction to the terminology and methodology used in Chinese linguistics research. The focus will be on the development of students' skills in critically appraising existing works and carrying out their own individual research projects.

*Restriction:* CHINESE 717

#### **CHINESE 736 30 Points**

##### **Chinese Phonology and Dialects**

Examines the systematic phonological relationship among contemporary Chinese dialects, as well as between modern Chinese and the language spoken 1,400 years ago. Some attention will also be given to lexical and syntactic features that distinguish different dialect groups, or are representative of a particular region of China, irrespective of dialect classification.

*Restriction:* CHINESE 717

#### **CHINESE 737 15 Points**

##### **Research Essay**

#### **CHINESE 738 15 Points**

##### **Chinese Semantics and Grammar**

Chinese is often described as a language where meaning (semantics) is more important than structure (grammar). This course will examine such claims by comparing structure-based and meaning-based descriptions of Chinese. A guided research project will focus on the interaction between vocabulary and grammar in actual usage and will explore the possibility of integrating these two approaches.

*Restriction:* CHINESE 726

#### **CHINESE 780 30 Points**

##### **CHINESE 780A 15 Points**

##### **CHINESE 780B 15 Points**

##### **Dissertation**

*To complete this course students must enrol in CHINESE 780 A and B, or CHINESE 780*

#### **CHINESE 782 30 Points**

##### **Research Essay**

##### **CHINESE 792A 22.5 Points**

##### **CHINESE 792B 22.5 Points**

##### **Dissertation**

*To complete this course students must enrol in CHINESE 792 A and B*

#### **CHINESE 793A 45 Points**

##### **CHINESE 793B 45 Points**

##### **Thesis**

*Prerequisite:* A BA(Hons) in Chinese with at least Second Class Honours, First Division, or equivalent

*To complete this course students must enrol in CHINESE 793 A and B*

#### **CHINESE 796A 60 Points**

##### **CHINESE 796B 60 Points**

##### **Thesis**

*Prerequisite:* A BA(Hons) in Chinese with at least Second Class Honours, First Division, or equivalent

*To complete this course students must enrol in CHINESE 796 A and B*

**CHINESE 797A** 60 Points  
**CHINESE 797B** 60 Points  
**Research Portfolio**  
 To complete this course students must enrol in CHINESE 797 A and B

## Christian Thought and History

### Stage II

**CTHTHEO 223** 15 Points  
**Christian Understandings of God**

An exploration of Christian understandings of God in light of contemporary, historical and cultural perspectives. Biblical and other Christian sources will be studied and analysed. Christian understandings of God as triune will be explored and their significance for today examined. This course may also be available in flexible mode.

*Prerequisite:* CTHTHEO 110, or THEOLOGY 100  
*Restriction:* CTHTHEO 307, 308, 323

**CTHTHEO 224** 15 Points  
**Being Human**

An examination of Christian understandings of humanity, focusing on topics such as: human beings as 'image of God', understandings of soul and body, the significance of community for human existence, sexuality and gender, grace and sin, death, human destiny in the light of resurrection.

*Prerequisite:* CTHTHEO 110 or THEOLOGY 100  
*Restriction:* CTHTHEO 312, 324

**CTHTHEO 225** 15 Points  
**Jesus the Christ**

A theological study of Jesus Christ and of salvation. Biblical, historical and contemporary understandings will be explored with attention to historical and cultural contexts.

*Prerequisite:* CTHTHEO 110 or THEOLOGY 100  
*Restriction:* CTHTHEO 203, 325

**CTHTHEO 226** 15 Points  
**The Christian Community**

An examination of the theology of the Christian community or church and its mission, ministry and worship in light of its diverse traditions, structures and self-understandings.

*Prerequisite:* CTHTHEO 110 or THEOLOGY 100  
*Restriction:* CTHTHEO 202, 326

**CTHTHEO 227** 15 Points  
**Exploring Sacraments: Signs of Life**

An exploration of sacraments in the life and theology of the Christian community with particular reference to Catholic understandings. Baptism, Eucharist and other sacraments will be studied with attention to their biblical roots, historical development and contemporary issues.

*Prerequisite:* CTHTHEO 110 or THEOLOGY 100  
*Restriction:* CTHTHEO 204, 327

**CTHTHEO 231** 15 Points  
**Special Topic**

*Prerequisite:* THEOLOGY 100, 104 or 107  
*Restriction:* CTHTHEO 331

**CTHTHEO 252** 15 Points  
**The First Christian Centuries**

The church in history to 500 CE exploring topics such as: early Christian writings, issues of authority within the church, asceticism and the monastic movement, church-state relationships, theological controversies,

worship and sacraments, social and ethical questions, the role of women, the interrelationship of church and culture.

*Prerequisite:* CTHTHEO 142 or THEOLOGY 104  
*Restriction:* CTHTHEO 145, 352

**CTHTHEO 253** 15 Points  
**Christianity in the South Pacific**

The history of missionary impact on the South Pacific (excluding New Zealand) with particular attention to the interaction of Christianity, individuals and cultures and the emergence of indigenous responses.

*Prerequisite:* CTHTHEO 142 or THEOLOGY 104  
*Restriction:* CTHTHEO 248, 349, 353

**CTHTHEO 254** 15 Points  
**Continuity and Change: Topics in Medieval and Reformation Church History**

Selected topics in Medieval and Reformation church history from 500 to 1600 CE, such as: the emergence of Christendom; medieval spirituality and monasticism; the challenge of Islam; the Renaissance; the Protestant and Catholic Reformations.

*Prerequisite:* CTHTHEO 142 or THEOLOGY 104  
*Restriction:* CTHTHEO 250, 251, 348, 351, 354

**CTHTHEO 255** 15 Points  
**The Church in Revolutionary Times: Post-Reformation to the Present**

A study of the history of the church from 1600 CE focusing on issues such as: church and society in seventeenth century England, missionary expansion, the Evangelical revivals, relationship between church and state, the challenge of modernity, revivalism and fundamentalism, ecumenism, secularisation, and post-Vatican II Catholicism.

*Prerequisite:* CTHTHEO 142 or THEOLOGY 104  
*Restriction:* CTHTHEO 251, 351, 355

### Stage III

**CTHTHEO 323** 15 Points  
**Christian Understandings of God**

An examination of the theology of the Christian community or church and its mission, ministry and worship in light of its diverse traditions, structures and self-understandings. This course may also be available in flexible mode.

*Prerequisite:* 15 points from CTHTHEO 224, 225, 226, or 227, plus an additional 15 points at Stage II in Christian Thought and History  
*Restriction:* CTHTHEO 223, 307, 308

**CTHTHEO 324** 15 Points  
**Being Human**

An examination of Christian understandings of humanity, focusing on topics such as: human beings as 'image of God', understandings of soul and body, the significance of community for human existence, sexuality and gender, grace and sin, death, and human destiny in the light of resurrection.

*Prerequisite:* 15 points from CTHTHEO 223, 225, 226 or 227, plus an additional 15 points at Stage II in Christian Thought and History  
*Restriction:* CTHTHEO 224, 312

**CTHTHEO 325** 15 Points  
**Jesus the Christ**

A theological study of Jesus Christ and of salvation. Biblical, historical and contemporary understandings will be explored with attention to historical and cultural contexts.

*Prerequisite:* 15 points from CTHTHEO 223, 224, 226 or

227, plus an additional 15 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 203, 225

**CHTHEO 326** **15 Points**  
**The Christian Community**

An examination of the theology of the Christian community or church and its mission, ministry and worship in light of its diverse traditions, structures and self-understandings.

*Prerequisite:* 15 points from CHTHSEO 223, 224, 225, or 227 plus an additional 15 points from Stage II in *Christian Thought and History*

Restriction: CHTHSEO 202, 226

**CHTHEO 327** **15 Points**  
**Exploring Sacraments: Signs of Life**

An exploration of sacraments in the life and theology of the Christian community. Baptism, Eucharist and other sacraments will be studied with attention to their biblical roots, historical development and contemporary issues.

*Prerequisite:* 15 points from CHTHSEO 223, 224, 225, 226 and 15 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 204, 227

**CHTHEO 331** **15 Points**  
**Special Topic**

*Prerequisite:* Any 30 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 231

**CHTHEO 352** **15 Points**  
**The First Christian Centuries**

The church in history to 500 CE exploring topics such as: early Christian writings, issues of authority within the church, asceticism and the monastic movement, church-state relationships, theological controversies, worship and sacraments, social and ethical questions, the role of women, the interrelationship of church and culture.

*Prerequisite:* 15 points from CHTHSEO 253, 254 or 255, plus an additional 15 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 145, 252

**CHTHEO 353** **15 Points**  
**Christianity in the South Pacific**

The history of missionary impact on the South Pacific (excluding New Zealand) with particular attention to the interaction of Christianity, individuals and cultures and the emergence of indigenous responses.

*Prerequisite:* 15 points from CHTHSEO 252, 254 or 255, plus an additional 15 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 248, 253, 349

**CHTHEO 354** **15 Points**  
**Continuity and Change: Topics in Medieval and Reformation Church History**

Selected topics in Medieval and Reformation church history from 500 to 1600 CE, such as: the emergence of Christendom; medieval spirituality and monasticism; the challenge of Islam; the Renaissance; the Protestant and Catholic Reformations.

*Prerequisite:* 15 points from CHTHSEO 252, 253, or 255, plus an additional 15 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 250, 251, 254, 348, 351

**CHTHEO 355** **15 Points**  
**The Church in Revolutionary Times: Post-Reformation to the Present**

A study of the history of the church from 1600 CE

focusing on issues such as: church and society in seventeenth century England, missionary expansion, the Evangelical revivals, relationship between church and state, the challenge of modernity, revivalism and fundamentalism, ecumenism, secularisation, and post-Vatican II Catholicism.

*Prerequisite:* 15 points from CHTHSEO 252, 253, or 254, plus an additional 15 points at Stage II in *Christian Thought and History*

Restriction: CHTHSEO 251, 255, 351

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**Postgraduate 700 Level Courses**

**CHTHEO 710** **15 Points**  
**Contemporary Issues**

A theological engagement with current issues in society requiring advanced use of theological methodology and sources, and a critical investigation of contemporary theological debates.

**CHTHEO 711** **15 Points**  
**Special Topic in Theology**

An advanced study of one of the following: a theological theme, theology of a particular place or historical period, theology of particular theologian(s).

**CHTHEO 712** **15 Points**  
**A Major Theologian in Context**

A close study of one major theologian, past or present, in the intellectual context of their day. Through the study of selected writings of the theologian, their theological method and commitments will be analysed and their contribution to theology evaluated.

**CHTHEO 721** **15 Points**  
**Church and Society in Twentieth Century New Zealand**

A study of issues involving the interactions of church and society in New Zealand set within their historical contexts. Particular attention will be paid to the church's role either in leading and critiquing society or in mirroring society.

**CHTHEO 722** **15 Points**  
**Special Topic**

**CHTHEO 723** **15 Points**  
**The Reformation in Context**

A study of works by the major Reformation theologians, as well as some lesser known writers of this period. Particular attention is paid to the relationship between the theology of the Reformation period and its intellectual, political and cultural contexts.

**CHTHEO 780** **30 Points**

**CHTHEO 780A** **15 Points**  
**CHTHEO 780B** **15 Points**  
**Dissertation**

A supervised dissertation for BTheol(Hons) students designed to help them to engage with a research question in the area of Christian Thought and History. To complete this course students must enrol in CHTHSEO 780 A and B, or CHTHSEO 780

**CHTHEO 789** **15 Points**  
**Research Essay**

A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Christian Thought and History.



<b>CTHTHEO 796A</b>	<b>60 Points</b>
<b>CTHTHEO 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to some branch of the subject. To complete this course students must enrol in CHTHEO 796 A and B	

## Classical Studies

### Stage I

<b>CLASSICS 110</b>	<b>15 Points</b>
<b>CLASSICS 110G</b>	<b>15 Points</b>
<b>Classical Mythology through Tragedy</b>	
A study of the mythology of ancient Greece and Rome through the works of tragic playwrights such as Aeschylus, Sophocles, Euripides and Seneca.	
<b>CLASSICS 120</b>	<b>15 Points</b>
<b>Philosophy of Ancient Greece and Rome</b>	
An introduction to the philosophic thought of Greece and its development into Roman times.	
<b>CLASSICS 130</b>	<b>15 Points</b>
<b>Love and Death in Greek and Roman Literature</b>	
A study of selected literary texts from ancient Greece and Rome that deal with two themes that continue to be relevant today.	
<b>CLASSICS 140</b>	<b>15 Points</b>
<b>Classical Mythology in Epic</b>	
A study of the treatment of mythology in ancient Greek and Roman epic poetry.	

### Stage II

<b>CLASSICS 210</b>	<b>15 Points</b>
<b>Greek and Roman Epic Poetry</b>	
A study of the beginnings of European epic poetry: especially in Homer and Virgil. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101 <i>Restriction:</i> CLASSICS 310	
<b>CLASSICS 215</b>	<b>15 Points</b>
<b>Special Topic</b>	
<i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101 <i>Restriction:</i> CLASSICS 315	
<b>CLASSICS 216</b>	<b>15 Points</b>
<b>Special Topic</b>	
<i>Prerequisite:</i> 15 points at Stage I in Classical Studies <i>Restriction:</i> CLASSICS 316	
<b>CLASSICS 217</b>	<b>15 Points</b>
<b>Special Topic</b>	
<i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or ANCHIST 102 or 103 <i>Restriction:</i> CLASSICS 317	
<b>CLASSICS 220</b>	<b>15 Points</b>
<b>Greek and Roman Comedy</b>	
A study of the comedies of Aristophanes and Menander, Plautus and Terence. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101 <i>Restriction:</i> CLASSICS 320	

<b>CLASSICS 230</b>	<b>15 Points</b>
<b>The Novel in Greece and Rome</b>	
A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or LATIN 101 <i>Restriction:</i> CLASSICS 330	

<b>CLASSICS 240</b>	<b>15 Points</b>
<b>Dialogues of Plato</b>	
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. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or ANCHIST 102 and 15 points at Stage I in Philosophy, or 30 points at Stage I in Philosophy, or EUROPEAN 100 and ANCHIST 102 <i>Restriction:</i> CLASSICS 340	

<b>CLASSICS 250</b>	<b>15 Points</b>
<b>Philosophical Writing in Antiquity</b>	
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. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or ANCHIST 102 and 15 points at Stage I in Philosophy, or 30 points at Stage I in Philosophy, or EUROPEAN 100 and ANCHIST 102 <i>Restriction:</i> CLASSICS 350	

<b>CLASSICS 260</b>	<b>15 Points</b>
<b>Culture, Nature and Ancient Philosophy</b>	
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. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or GREEK 101, or ANCHIST 102 and 15 points at Stage I in Philosophy, or 30 points at Stage I in Philosophy, or EUROPEAN 100 and ANCHIST 102 <i>Restriction:</i> CLASSICS 360	

<b>CLASSICS 270</b>	<b>15 Points</b>
<b>Art and Society in Ancient Greece</b>	
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. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or ANCHIST 102 or 103 or ARTHIST 101, 106, 111 <i>Restriction:</i> CLASSICS 370	

<b>CLASSICS 280</b>	<b>15 Points</b>
<b>Art and Society in Ancient Rome</b>	
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. <i>Prerequisite:</i> 15 points at Stage I in Classical Studies, or ANCHIST 102 or 103 or ARTHIST 101, 106, 111 <i>Restriction:</i> CLASSICS 380	

**CLASSICS 285****15 Points****Greek Tragedy**

Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's *Poetics*.

*Prerequisite:* 15 points at Stage I in Classical Studies

*Restriction:* CLASSICS 385

**Stage III****CLASSICS 310****15 Points****Greek and Roman Epic Poetry**

A study of the beginnings of European epic poetry especially in Homer and Virgil.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 210

**CLASSICS 315****15 Points****Special Topic**

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History

*Restriction:* CLASSICS 215

**CLASSICS 316****15 Points****Special Topic**

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History

*Restriction:* CLASSICS 216

**CLASSICS 317****15 Points****Special Topic**

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History

*Restriction:* CLASSICS 217

**CLASSICS 320****15 Points****Greek and Roman Comedy**

A study of the comedies of Aristophanes and Menander, Plautus and Terence.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 220

**CLASSICS 330****15 Points****The Novel in Greece and Rome**

A study of Greek and Roman prose fiction with emphasis on origins, conventions, techniques and influence: Petronius, Longus, Apuleius and others.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 230

**CLASSICS 340****15 Points****Dialogues of Plato**

An interpretative study with attention to the literary form, dramatic and rhetorical features and dialectical method, with their implications for our understanding of the arguments, concepts and positions presented. Dialogues to be read include topics such as: ethics, the soul, love, education, knowledge, politics, reason and persuasion, the theory of forms, and the nature of the cosmos.

*Prerequisite:* 15 points at Stage I in Classical Studies or

ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek Restriction: CLASSICS 240

**CLASSICS 350****15 Points****Philosophical Writing in Antiquity**

A study of some influential philosophical texts from Greco-Roman antiquity with reference to circumstances of composition and ancient reception. Writers studied may include Plato, Xenophon, Aristotle, Cicero, Lucretius, Seneca the Younger, Plutarch, Sextus Empiricus, and Augustine.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek Restriction: CLASSICS 250

**CLASSICS 360****15 Points****Culture, Nature and Ancient Philosophy**

An investigation with reference to cultural context of important questions and ways of thinking about human life and the natural world discussed by Greek and Roman philosophers. Thinkers studied may include the Presocratics, Sophists, Socrates and Plato, Aristotle, the Hellenistic schools, and later Sceptics and Platonists.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* CLASSICS 260

**CLASSICS 370****15 Points****Art and Society in Ancient Greece**

A study of the art and architecture of the ancient Greeks. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek Restriction: CLASSICS 270

**CLASSICS 377****15 Points****Classical Studies Study Abroad**

Study abroad on archaeological sites in Greece, Italy and the Mediterranean area.

*Prerequisite:* 30 points at Stage II in Classical Studies and permission of the Head of Department

*Restriction:* ANCHIST 377

**CLASSICS 380****15 Points****Art and Society in Ancient Rome**

A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Latin Restriction: CLASSICS 280

**CLASSICS 385****15 Points****Greek Tragedy**

Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's *Poetics*.

*Prerequisite:* 15 points at Stage I in Classical Studies or ANCHIST 102 or 103, and 15 points at Stage II in Classical Studies or Ancient History, or 30 points at Stage II in Greek Restriction: CLASSICS 285

## Comparative Literature

### Stage I

#### COMPLIT 100 15 Points

##### Reading Comparatively: An Introduction

Through the study of an anthology of short fiction, poetry, myth and drama from every part of the world, introduces strategies for reading literature across national and cultural boundaries. All texts are in English.

### Stage II

#### COMPLIT 200 15 Points

##### Narrative: Theory and Practice

Myths, oral tales, histories, feature films, diaries, strip cartoons, news reports, evidence in court, as well as novels and short stories, are all forms of narrative. Narrative seems to be a fundamental instrument used in all cultures to make the flow of experience comprehensible. Introduces theoretical tools for studying narrative, and applies them to a variety of texts from many cultures. All texts are in English.

*Prerequisite:* Any 60 points passed

#### COMPLIT 202 15 Points

##### Interpreting Folktales

An introduction to the study and interpretation of folktales. Tales from many cultures will be examined. Contrasting theories on the origins and meaning of folktales will be explored.

*Prerequisite:* Any 60 points passed

#### COMPLIT 203 15 Points

##### Special Topic

*Prerequisite:* Any 60 points passed

#### COMPLIT 204 15 Points

##### Travelling Tragedy

A study of the mutations that tragedy has undergone from its origins as a theatrical form in ancient Greece to its contemporary manifestations around the world in drama, fiction and film.

*Prerequisite:* Any 60 points passed

*Restriction:* COMPLIT 300

#### COMPLIT 206 15 Points

##### When East Meets West

Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.

*Prerequisite:* Any 60 points passed

*Restriction:* COMPLIT 302

### Stage III

#### COMPLIT 300 15 Points

##### Travelling Tragedy

A study of the mutations that tragedy has undergone from its origins as a theatrical form in ancient Greece to its contemporary manifestations around the world in drama, fiction and film.

*Prerequisite:* 30 points at Stage II

*Restriction:* COMPLIT 204

#### COMPLIT 302

##### When East Meets West

15 Points

Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.

*Prerequisite:* Any 30 points at Stage II

*Restriction:* COMPLIT 206

#### COMPLIT 303

##### Interpreting Folktales

15 Points

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:* Any 30 points at Stage II

*Restriction:* COMPLIT 202

### Postgraduate 700 Level Courses

#### COMPLIT 701

##### Telling and Retelling

30 Points

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

##### Rethinking Autobiography

30 Points

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: A World of Short Stories

Examines a sampling of short narrative forms from a wide range of cultures (European, North and South American, African, Asian, NZ and the Pacific), time periods (from origins in oral story-telling to today's digital media), types (moral, political, fantastic) and theoretical perspectives. Texts are presented



in English and their original languages; language students are expected to read the originals.

*Restriction: COMPLIT 707*

#### **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 706 30 Points**

##### **Narrative and Metaphor**

Narrative and metaphor are used in the theory and practice of disciplines as diverse as: law and literature, medicine and management studies, psychology and philosophy. To what extent are practitioners empowered or trapped by the metaphors and narrative patterns characteristic of each discipline? What are the implications of shifting metaphor or narrative?

#### **COMPLIT 707 30 Points**

##### **Special Topic: A World of Short Stories**

Examines a sampling of short narrative forms from a wide range of cultures (European, North and South American, African, Asian, NZ and the Pacific), time periods (from origins in oral story-telling to today's digital media), types (moral, political, fantastic) and theoretical perspectives. Texts are presented in English and their original languages; language students are expected to read the originals.

*Restriction: COMPLIT 704*

#### **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 780 30 Points**

#### **COMPLIT 780A 15 Points**

#### **COMPLIT 780B 15 Points**

##### **Dissertation**

*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*

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### **Cook Islands Maori**

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#### **Stage I**

#### **COOKIS 101 15 Points**

#### **COOKIS 101G 15 Points**

##### **Conversational Cook Islands Maori**

Gives students a grounding in conversational Cook Islands Maori language, allowing them to develop basic skills in listening and speaking. Intended for students with no previous knowledge of the language, and those with limited fluency.

*Restriction: COOKIS 102. May not be taken if a more advanced language acquisition course in this subject has previously been passed.*

#### **Stage II**

#### **COOKIS 201 15 Points**

##### **Cook Islands Maori Language 2**

Further consolidates skills in listening, speaking, reading and writing in Cook Islands Maori. Students will also deepen their experience and knowledge of Cook Islands Maori culture through their participation in a dramatised re-enactment of a Cook Islands myth or legend, with its accompanying chants and songs.

*Prerequisite: COOKIS 101 or 102*

*Restriction: COOKIS 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **COOKIS 204 15 Points**

##### **Special Topic**

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#### **Stage III**

#### **COOKIS 301 15 Points**

##### **Cook Islands Maori Language 3**

Students will develop their language skills to an advanced level, through examining, discussing and analysing, in Cook Islands Maori, selected oral and written texts in various genres, as a model for their own compositions. They will also study traditional oratory as a means of further expressing the richness of Cook Islands culture and history.

*Prerequisite: COOKIS 201 or 202*

*Restriction: COOKIS 302*

#### **COOKIS 303 15 Points**

##### **Special Topic**

## Creative Writing

### Postgraduate 700 Level Courses

**CREWRIT 797A** 60 Points

**CREWRIT 797B** 60 Points

#### Creative Writing

Students will pursue a supervised project in writing a novel, poetry or short story collection, cross-genre/multimedia work, non-fiction or other approved project. The project will be developed in the context of group seminars, readings in literature and writing theory, and studio discussions of student writing, as well as by mentor assistance and evaluation.

*Prerequisite:* Admission to the Degree of Master of Creative Writing

*Restriction:* ENGLISH 763

To complete this course students must enrol in CREWRIT 797 A and B

## Criminology

### Stage II

**CRIM 201** 15 Points

#### Debates in Criminology

Presents analysis of criminal behaviour, crime control and community safety. Attention is paid to criminal offending, response and regulation. Examples are drawn from New Zealand and overseas.

*Prerequisite:* 30 points from MĀORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103

**CRIM 202** 15 Points

#### Contemporary Issues in Punishment

The focus is on contemporary issues in punishment, considering both its purposes and effectiveness. The course explores a range of perspectives drawing on longstanding criminological, sociological and philosophical literatures.

*Prerequisite:* 30 points from MĀORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103

**CRIM 303** 15 Points

#### Special Topic: 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:* CRIM 201 or 202

### Stage III

**CRIM 301** 15 Points

#### Issues in Criminal Justice

Discusses the workings of the criminal justice system and explores and contextualises classical and emergent approaches to criminal justice, including their legal underpinnings. Practical and theoretical issues will be considered using a case study approach. Emphasis is given to the developing synthesis of criminal and social justice.

*Prerequisite:* CRIM 201 or 202

**CRIM 302** 15 Points

#### Criminology: The Indigenous and the Global

Are we all equal before the law? Or, are groups treated

differently by the criminal justice system? This course examines, with particular emphasis on indigenous peoples in New Zealand, Australia and Canada, the impact of differential practices on inequalities and collective efforts to achieve social change. Concepts of restorative justice are central to this course.

*Prerequisite:* CRIM 201 or 202

### Postgraduate 700 Level Courses

**CRIM 700** 30 Points

#### Research in Criminology

Examines the methods of research frequently employed in the field of criminology, and the various epistemological and ethical questions that arise in criminological research, and the connection between theory and research and quantitative and qualitative analytic strategies. Students will complete a research project under supervision.

**CRIM 701** 30 Points

#### Criminological Theory

An examination of classical and contemporary theories of crime, including sociological, psychological, medical, rational-choice and critical perspectives on criminology. Attention will be given to the construction of theory as it is informed by social science research; to the social, cultural and political contexts in which these theories have emerged; and to the influence of theories in criminal justice policies.

**CRIM 702** 30 Points

#### Advanced Issues in Penology

A survey of issues in penology, describing and interpreting specific penal reform strategies in terms of their historical, social, political and economic context. An appreciation of the main themes within penology will allow a greater understanding of the role that punishment regimes play in society and specifically in the criminal justice system.

**CRIM 703** 30 Points

#### Contemporary Criminology

An examination of critical approaches to the study of crime and crime control. Attention will be given to understanding how these approaches critically assess social problems surrounding crime and crime control strategies; the political, social and historical development of varying critical perspectives; and the ways in which such approaches may lead to changes in criminal justice policies and practices.

**CRIM 796A** 60 Points

**CRIM 796B** 60 Points

#### Thesis

*Prerequisite:* A BA(Hons) in Criminology with at least a B+ average

To complete this course students must enrol in CRIM 796 A and B

**CRIM 797A** 60 Points

**CRIM 797B** 60 Points

#### Research Portfolio

To complete this course students must enrol in CRIM 797 A and B



## Development Studies

### Postgraduate 700 Level Courses

<b>DEVELOP 701</b> <b>Development Praxis</b>	<b>15 Points</b>
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.	
<b>DEVELOP 702</b> <b>Gender and Development</b>	<b>15 Points</b>
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.	
<b>DEVELOP 703</b>	<b>30 Points</b>
<b>DEVELOP 703A</b>	<b>15 Points</b>
<b>DEVELOP 703B</b> <b>Directed Study</b>	<b>15 Points</b>
Supervised study on a topic or topics approved by the Director. <i>To complete this course students must enrol in DEVELOP 703 A and B, or DEVELOP 703</i>	
<b>DEVELOP 705</b>	<b>15 Points</b>
<b>DEVELOP 705A</b>	<b>7.5 Points</b>
<b>DEVELOP 705B</b> <b>Special Topic: Contemporary Issues in Gender and Development</b>	<b>7.5 Points</b>
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. <i>Prerequisite: DEVELOP 702</i> <i>To complete this course students must enrol in DEVELOP 705 A and B, or DEVELOP 705</i>	
<b>DEVELOP 706</b>	<b>15 Points</b>
<b>DEVELOP 706A</b>	<b>7.5 Points</b>
<b>DEVELOP 706B</b> <b>Internship in Development</b>	<b>7.5 Points</b>
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. <i>Prerequisite: DEVELOP 701 and approval of Director of Development Studies</i> <i>To complete this course students must enrol in DEVELOP 706 A and B, or DEVELOP 706</i>	
<b>DEVELOP 708</b> <b>Special Topic</b>	<b>15 Points</b>
<b>DEVELOP 709</b> <b>Early Theories of International Development</b>	<b>15 Points</b>
Critical examination of the historical development of theories and issues in the field. Emphasises the	

dominance of economic growth as a development target and how this has been contested.

*Restriction: DEVELOP 700*

<b>DEVELOP 710</b> <b>Contemporary Theories of International Development</b>	<b>15 Points</b>
Consideration of contemporary development issues and strategies, including globalisation, gender, environment, human rights and current thinking. <i>Restriction: DEVELOP 700</i>	
<b>DEVELOP 711</b> <b>Special Topic</b>	<b>30 Points</b>
<b>DEVELOP 712</b> <b>Undertaking Development Research</b>	<b>15 Points</b>
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. <i>Prerequisite: Approval of the Director of Development Studies</i>	
<b>DEVELOP 713</b> <b>Special Topic</b>	<b>15 Points</b>
<b>DEVELOP 714</b> <b>Special Topic: Emerging Practices in International Development</b>	<b>15 Points</b>
In recent years, a number of new practices have emerged in the field of development, among them microfinance, the deployment of information and communication technologies (ICTs), Public Private Partnerships (PPPs), the participation of multinational corporations and social entrepreneurship. This course examines the changed landscape of development, the reasons for these changes as well as their impacts.	
<b>DEVELOP 715</b> <b>Directed Study</b>	<b>15 Points</b>
Supervised study on a topic approved by the Director of Development Studies.	
<b>DEVELOP 780</b>	<b>30 Points</b>
<b>DEVELOP 780A</b>	<b>15 Points</b>
<b>DEVELOP 780B</b> <b>Dissertation</b>	<b>15 Points</b>
<i>To complete this course students must enrol in DEVELOP 780 A and B, or DEVELOP 780</i>	
<b>DEVELOP 792</b>	<b>45 Points</b>
<b>DEVELOP 792A</b>	<b>22.5 Points</b>
<b>DEVELOP 792B</b> <b>Dissertation</b>	<b>22.5 Points</b>
<i>To complete this course students must enrol in DEVELOP 792 A and B, or DEVELOP 792</i>	
<b>DEVELOP 793</b> <b>Portfolio in Research</b>	<b>45 Points</b>
Provides students with critical research skills and knowledge as a necessary component of the taught MA programme. <i>Prerequisite: Approval of the Director of Development Studies</i>	
<b>DEVELOP 794A</b>	<b>45 Points</b>
<b>DEVELOP 794B</b> <b>Thesis</b>	<b>45 Points</b>
<i>Prerequisite: A BA(Hons) in Development Studies with at least Second Class Honours, First Division, or equivalent</i> <i>To complete this course students must enrol in DEVELOP 794 A and B</i>	

**DEVELOP 796A** 60 Points  
**DEVELOP 796B** 60 Points  
**Thesis**  
*Prerequisite: A BA(Hons) in Development Studies with at least Second Class Honours, First Division, or equivalent*  
*To complete this course students must enrol in DEVELOP 796 A and B*

## Drama

### Stage II

**DRAMA 203** 15 Points  
**New Zealand and Pacific Drama**  
 An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.  
*Prerequisite: Any 60 points passed*  
*Restriction: DRAMA 303*

**DRAMA 204A** 15 Points  
**DRAMA 204B** 15 Points  
**History and Performance**  
 Integrates a survey of Western theatre history with a public production of a significant play from that history. The play will be given a public season under the direction of a professional director. In addition students will be required to undertake theatrical projects and take part in practical exercises on texts.  
*Prerequisite: Any 60 points passed and English Departmental approval*  
*Restriction: THEATRE 201, 202, 203, 204*  
*To complete this course students must enrol in DRAMA 204 A and B*

**DRAMA 205** 15 Points  
**Special Topic**  
*Prerequisite: Any 60 points passed*

### Stage III

**DRAMA 301** 15 Points  
**Drama: Topics and Themes**  
 Building on the principles and practical skills from DRAMA 204, the course will focus more narrowly on topics of theatrical practice and dramatic representation. Classes involve theatrical workshops and collaborative projects.  
*Prerequisite: DRAMA 204 and English Department approval*  
*Restriction: THEATRE 301*

**DRAMA 302** 15 Points  
**Performance Skills**  
 Classes in stage acting, improvisation, movement, voice and character, taught by professional tutors. Students will present a solo or duo short performance.  
*Prerequisite: 30 points at Stage II and English Department approval*  
*Restriction: DRAMA 719*

**DRAMA 303** 15 Points  
**New Zealand and Pacific Drama**  
 An overview of the development of modern and contemporary drama, theatre and playwriting in New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.  
*Prerequisite: 30 points at Stage II*  
*Restriction: DRAMA 203*

**DRAMA 305** 15 Points  
**Special Topic**  
*Prerequisite: 30 points at Stage II*

### Postgraduate 700 Level Courses

**DRAMA 701** 30 Points

**DRAMA 701A** 15 Points

**DRAMA 701B** 15 Points

#### Theories of Drama

Addresses theatre and drama's nature and origins. Introduces semiotic analysis. Considers issues such as actor, text, author, audience, space, time, social context and occasion, performance, ritual, theatricality, gender, genre, types of dramas (seasonal, everyday) and specific theatres (Renaissance, Restoration). The ideas and work of a range of modern theorists will be taught.

*To complete this course students must enrol in DRAMA 701 A and B, or DRAMA 701*

**DRAMA 708** 30 Points

#### 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*

**DRAMA 711** 30 Points

#### Semester Two Production

Students participate in a full-scale public production of a full-length play. As far as possible all roles from acting to lighting to design to stage-management to front of house etc will be taken by students enrolled in the course. Direction will be by teaching staff or guest director.

*Restriction: DRAMA 703*

**DRAMA 712** 15 Points

#### Directing Exercises

A number of established texts that present different challenges will be studied and students will carry out practical exercises on these texts in workshop style classes.

*Restriction: DRAMA 704*

**DRAMA 713** 30 Points

#### Directing Project

Each student will carry out a project in directing

either a short play or an excerpt from a play. No project will be longer than half an hour.

*Restriction: DRAMA 704*

**DRAMA 716** 15 Points  
**Directed Study in Playwriting**

A study of playwriting or workshoping or dramaturgy or a short writing project, either original or adaptation.

**DRAMA 717A** 30 Points

**DRAMA 717B** 30 Points

**Long Play**

The writing of a complete play for live performance between one hour and two hours in length.

*Restriction: DRAMA 705, 715*

*To complete this course students must enrol in DRAMA 717 A and B*

**DRAMA 718** 30 Points  
**Playwriting**

A series of exercises in the basic building blocks of dramatic writing, incorporating guest visits from practising and established dramatists.

*Restriction: DRAMA 705, DRAMA 714*

**DRAMA 719** 15 Points  
**Performance Skills**

Classes in stage acting, improvisation, movement, voice and character. Students will present a solo performance and a short study in performance training theory.

*Restriction: DRAMA 302, 702*

**DRAMA 720** 30 Points

**DRAMA 720A** 15 Points

**DRAMA 720B** 15 Points

**Advanced Playwriting**

Develops skills in playwriting with each student working under supervision.

*To complete this course students must enrol in DRAMA 720 A and B, or DRAMA 720*

**DRAMA 721** 15 Points  
**Directed Study in Drama 1**

**DRAMA 722** 15 Points  
**Directed Study in Drama 2**

**DRAMA 723** 30 Points

**DRAMA 723A** 15 Points

**DRAMA 723B** 15 Points

**Special Topic: Shakespeare in Production**

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*

**DRAMA 724** 30 Points

**DRAMA 724A** 15 Points

**DRAMA 724B** 15 Points

**Special Topic**

*To complete this course students must enrol in DRAMA 724 A and B, or DRAMA 724*

**DRAMA 725** 15 Points  
**Special Topic in Drama**

**DRAMA 726** 30 Points  
**Special Topic**

**DRAMA 730** 30 Points

**DRAMA 730A** 15 Points

**DRAMA 730B** 15 Points

**Studio/Project in Practical Drama**

Students may undertake a supervised practical project in drama of a limited scale, either as an individual or in a small group.

*Restriction: THEATRE 710*

*To complete this course students must enrol in DRAMA 730 A and B, or DRAMA 730*

**DRAMA 770A** 30 Points

**DRAMA 770B** 30 Points

**Studio/Project in Drama**

Substantial individual and group project(s), including some public presentation of project work.

*To complete this course students must enrol in DRAMA 770 A and B*

**DRAMA 790A** 15 Points

**DRAMA 790B** 15 Points

**Dissertation in Drama**

*To complete this course students must enrol in DRAMA 790 A and B*

**DRAMA 793A** 45 Points

**DRAMA 793B** 45 Points

**Thesis**

*To complete this course students must enrol in DRAMA 793 A and B*

**DRAMA 796A** 60 Points

**DRAMA 796B** 60 Points

**Thesis**

*To complete this course students must enrol in DRAMA 796 A and B*

**DRAMA 797A** 60 Points

**DRAMA 797B** 60 Points

**Research Portfolio**

*To complete this course students must enrol in DRAMA 797 A and B*

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## Employment Relations and Organisation Studies

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*For the list of courses please refer to the Bachelor of Arts, Bachelor of Arts (Honours) and Master of Arts Schedules. Prescriptions are listed under their respective subject codes.*

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## English

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### Foundation Courses

**ENGLISH 91F** 15 Points

**Foundation English 1**

Written and spoken English, and the study of New Zealand English as one variety among many will be developed through the study of literature. Short stories and novels by New Zealand and other authors will be studied. Work by Albert Wendt, Patricia Grace, Maurice Gee, Fiona Kidman, Witi Ihimaera and Janet Frame will be offered as well as work by writers from other countries around the world.

*Restriction: ENGLISH 91W*

**ENGLISH 92F** 15 Points

**Foundation English 2**

New Zealand and other poets will introduce students to poetry. Students will learn how to unpack language and discover the essence of what a poet wishes to



express. Students are encouraged to view a production together before producing a scene from a play. Two films are reviewed for filming technique and the film as literature is considered.

*Restriction: ENGLISH 92W*

### Preparatory Courses

#### ENGLISH 91P 15 Points Preparatory English 1

Written and spoken English, and the study of New Zealand English as one variety among many will be developed through the study of literature. Short stories and novels by New Zealand and other authors will be studied. Work by Albert Wendt, Patricia Grace, Maurice Gee, Fiona Kidman, Witi Ihimaera and Janet Frame will be offered as well as work by writers from other countries around the world.

*Restriction: ENGLISH 91F, 91W*

### Stage I

#### ENGLISH 100 15 Points Early Texts: Pilgrims to Players

An introduction to the pleasures of early literature through study of works by the foremost writers of the medieval to Renaissance period, especially works by Chaucer and Shakespeare. Explores relations both between works and between writers of a past age and readers of the present.

#### ENGLISH 101 15 Points Literature and the Contemporary

Investigates the responses to our world that literature makes possible through an exploration of such themes as love, war, memory, terror, God, myth, murder, dreams in contemporary novels, poetry, drama and fiction on film.

#### ENGLISH 107 15 Points Fundamental Questions: Desire

The significance of the idea of desire is at the forefront of recent critical thought. What is desire? How does the idea of desire have currency in our creative texts; how does it function in familiar genres such as poetry, prose, drama and film? Critical thinking about desire provides a unifying device for the texts and resources studied.

#### ENGLISH 109 15 Points Drama on Stage and Screen

An introduction to conventions of dramatic practice and to the dimension of performance, both on stage and screen. Discussion of performance will extend to broader issues such as self-representation and gender. The texts studied will represent different types of dramatic styles, primarily from the twentieth century, and will include some pairings of play texts and screen productions.

#### ENGLISH 111 15 Points Literature From Sonnets to Comics

An introduction to masterpieces of literature from Shakespeare to the present, to a wide range of genres, and to literary terms, contexts, theory and approaches.

#### ENGLISH 112 15 Points Global Literatures: Contested Spaces

Covers central issues in international postcolonial, settler and indigenous writing by examining a small selection of texts from the late nineteenth century (Kipling and Stevenson) and a larger selection of contemporary texts from several geographically diverse

regions: India, the Pacific, Africa, the Caribbean, Canada, Ireland, New Zealand and the United States.

#### ENGLISH 121 15 Points

#### ENGLISH 121G 15 Points Reading/Writing/Text

A course developing University-wide skills of reading, writing and analysis. Addresses the needs of students in both English and other disciplines where both writing and reading have an important role in learning. The course fosters personal writing skills and also introduces writing as a subject of study in itself.

### Stage II

#### ENGLISH 200 15 Points Middle English: Chaucer and Romance

An introduction to medieval narrative centred on the tales of Geoffrey Chaucer, the greatest English poet of the fourteenth century and one of the finest narrative poets in the language. Along with the Chaucer tales, we study a number of contemporary short romances, mostly anonymous, that display the narrative possibilities of the genre, the typical interest in adventure and passion, as well as the textual practices employed by poets in a manuscript or performance culture.

*Prerequisite: Any 30 points at Stage I in English*

*Restriction: ENGLISH 359*

#### ENGLISH 203 15 Points English Language to 1900

Introduction to the history of the English language from its origins to 1900, with an emphasis on the development of sound changes, grammar, words and meanings in sociocultural and historical contexts.

*Prerequisite: 30 points in English and/or Linguistics*

#### ENGLISH 204 15 Points Pacific Literature in English

An introduction to contemporary Pacific Literature exploring texts from canonical Pacific writers to spoken word performance poets. Texts will be examined in light of recent theories in Indigenous Writing Studies, with a focus on crossings of cultural and creative borders, diaspora and identity.

*Prerequisite: 30 points at Stage I in English, or 15 points at Stage I in English and WOMEN 202 or PACIFIC 100*

*Restriction: ENGLISH 358*

#### ENGLISH 205 15 Points Women's Texts of Experience

Explores a variety of ways in which women create texts or stories based on the experience of their lives, and how these 'stories' help them reflect upon that experience. A range of poetry, fiction, theoretical writing, film, visual art, photography, and music from different cultures is studied.

*Prerequisite: Any 30 points in BA courses or Certificate in Women's Studies*

*Restriction: WOMEN 205*

#### ENGLISH 210 15 Points Age of Shakespeare: Poetry

A study of one of the greatest periods of English poetry, beginning with the sonnets of Shakespeare and ending with the splendour of Milton's *Paradise Lost*. Included are the sonnets of Spenser and Sidney, Donne's profane and religious poetry, Herbert's intricate and Marvell's witty verse and finally the poetry of Katherine Phillips and Aphra Behn.

*Prerequisite: Any 30 points at Stage I in English*

**ENGLISH 213 15 Points****Age of Shakespeare: Tragedy**

An introduction to the golden age of English theatre, involving detailed study of a selection of tragedies by Shakespeare and his contemporaries. The theatrical emphasis of the course is intended to help students respond to the plays as theatrical artefacts and not merely as literary texts.

*Prerequisite:* Any 30 points at Stage I in English

*Restriction:* ENGLISH 353

**ENGLISH 219 15 Points****Nineteenth Century Literature**

Considers a range of literature from the nineteenth century – poetry, fiction and drama – as regards its treatment of growing up in the period. Issues covered include the recognition of childhood as a special state, the establishment of an individual's gender and sexual identity and the opportunities and constraints afforded by the changing social hierarchy and religious belief systems.

*Prerequisite:* Any 30 points at Stage I in English

*Restriction:* ENGLISH 104

**ENGLISH 220 15 Points****The Modern Novel**

A study of fiction. The prescribed works vary widely in their country of origin, formal elements and themes. Some are recognised as classics, while others show the new directions taken by the writers of their time. The texts are given detailed consideration as well as being placed within social and critical contexts.

*Prerequisite:* Any 30 points at Stage I in English

*Restriction:* ENGLISH 356

**ENGLISH 221 15 Points****New Zealand Literature**

Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.

*Prerequisite:* Any 30 points at Stage I in English

*Restriction:* ENGLISH 355

**ENGLISH 222 15 Points****Modern Poetry**

Demonstrates how writers undertook to rethink the creative text and how their efforts to define 'the contemporary' mark a vital shift in Western cultural practice. Studies twentieth-century poetry at a time of immense social upheaval and experimentation in which definitions of art, culture and 'the human' shifted as familiar values were contested.

*Prerequisite:* Any 30 points at Stage I in English

**ENGLISH 230 15 Points****Literary Theory and Critical Practice**

Introduces the concerns and methods of contemporary criticism through an examination of a number of key concepts central to the study of literature, film and other media. The history of these concepts is explored, as are the theoretical issues they raise and the reading strategies they permit. Emphasises theory as an activity that enriches our reading and writing.

*Prerequisite:* 30 points at Stage I in English, or FTVMS 100 and 101, or ENGLISH 121 or ENGWRIT 101 and 15 points at Stage II in Writing Studies

**ENGLISH 240 15 Points****Children's Literature: Words and Pictures**

Introduces critical reading of the twentieth century's achievements in combining verbal text and visual

image in children's literature. Texts studied cover a range of reading ages, offering opportunities to compare local and overseas texts. Attention is especially drawn to the socialisation of the child through reading and to the interpretation of visual materials.

*Prerequisite:* Any 30 points at Stage I in English

**ENGLISH 241 15 Points****ENGLISH 241G 15 Points****Literature and Science**

Explores the relations between literature and science past and present, including science fiction, science in fiction, creativity and criticism in science and in literature, narrative and metaphor as ways of understanding in science and in literature, literature *about* science, science writing (science *as* literature), science *on* literature and science and literature *on* human nature.

*Prerequisite:* 90 points passed

**ENGLISH 252 15 Points****Creative Writing: Introduction**

Introduces ways of writing and thinking about poetry, short prose fiction, multimedia and drama and screenplay. Lectures on genres and creative composition are combined with smaller tutorials that give students time to practice the techniques and engage the ideas they are learning.

*Prerequisite:* 45 points passed

*Restriction:* ENGLISH 255

**ENGLISH 256 15 Points****Tolkien and his Worlds**

Study of the *Lord of the Rings* with particular reference to Tolkien's use of Celtic, Germanic and Christian myths; an introduction to some of the most formative and influential mythologies of European culture.

*Prerequisite:* 60 points passed

**ENGLISH 257 15 Points****Writing and Culture**

Students use selected materials of public and popular culture to practise and develop skills in creative thinking, critical analysis, argument and writing with reference to issues of public concern in the domain of global culture.

*Prerequisite:* 30 points including ENGLISH 121 or ENGWRIT 101, or any 30 points in English, or any 45 points

*Restriction:* ENGLISH 363

**ENGLISH 258 15 Points****Writing as Critical Discourse**

Focuses on theories of literacy and written discourse in personal, public, educational and professional contexts and examines these theories through case studies and critical analysis. Students explore rhetoric and argument by writing for different audiences and media in different genres, including critical analysis, narrative and mixed media.

*Prerequisite:* 30 points including ENGLISH 121 or ENGWRIT 101, or 30 points in English, or Departmental approval

*Restriction:* ENGLISH 366

**ENGLISH 260 15 Points****Studies in American Literature**

Focus varies from year to year but will include major authors and central themes in the literature of the United States of America. Key issues discussed may include the influence of Puritanism and the Frontier, the legacy of slavery, immigration and the city, modernism, attitudes towards nature and gender.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 357



**ENGLISH 261 15 Points****Special Topic***Prerequisite: 45 points passed***ENGLISH 262 15 Points****Special Topic***Prerequisite: 30 points at Stage I in English***ENGLISH 263 15 Points****Writing Selves**

Extends student skills in critical reading and composition while critically exploring changing concepts of the self. Considers the nationalist and historicising functions traditionally assigned to biographies and autobiographies, issues of authorship, genre, form, and convention, sexual and gender politics in life writing, and the controversial borderline between fiction and auto/biography.

*Prerequisite: 30 points including ENGLISH 121 or ENGWRIT 101, or 30 points in English, or any 45 points passed**Restriction: ENGLISH 354***ENGLISH 264 15 Points****Middle English Popular Literature**

Studies popular works in lyric, dramatic and narrative genres. Lyrics are often amorous, sometimes political, frequently devotional; narrative includes comic tale, fable, romance and outlaw tale; drama comprises the major theatrical traditions of morality and biblical history cycle plays. Covers texts written for religious purposes, as well as secular, but socially embedded and often with pleasure among their aims.

*Prerequisite: 30 points at Stage I in English**Restriction: ENGLISH 302***ENGLISH 265 15 Points****Shakespeare: Comedies and Tragicomedies**

A study of selected comedies and tragicomedies of Shakespeare and his contemporaries. Works of Shakespeare may include the romantic comedies of his first decade and a half as a playwright, the so-called 'problem plays', the darker comedies of his middle years, and the tragicomedies of his final years, sometimes called 'romances'. The nature of comedy and its relationship to tragedy is also explored.

*Prerequisite: Any 30 points at Stage I in English**Restriction: ENGLISH 310***ENGLISH 266 15 Points****Reinventing Ireland**

Combines historical and theoretical frameworks to explore recent reinventions of Ireland and Irishness through a range of novels, plays, short stories and poetry. Focuses on the retrospective negotiations of Irish history and identity that characterise Irish literature of the 1990s and 2000s and the treatment of contemporary Ireland in Irish literature since 2000.

*Prerequisite: 30 points at Stage I in English**Restriction: ENGLISH 361***ENGLISH 268 15 Points****Special Topic in Writing Studies***Prerequisite: 30 points at Stage I in English or Writing Studies***Stage III****ENGLISH 302 15 Points****Middle English Popular Literature**

Studies popular works in lyric, dramatic and narrative genres. Lyrics are often amorous, sometimes political, frequently devotional; narrative includes comic tale, fable, romance and outlaw tale; drama comprises the major theatrical traditions of morality and biblical

history cycle plays. Covers texts written for religious purposes, as well as secular, but socially embedded and often with pleasure among their aims.

*Prerequisite: 30 points at Stage II in English**Restriction: ENGLISH 264, 768***ENGLISH 308 15 Points****The Novel, the Native and the New**

An inquiry into the genre and nature of the 'novel' in the eighteenth century, focusing on new worlds opened up by science and travel, commerce and the book industry, women's writing and the developing public sphere, cultural contact and colonialism. The novel is considered both a problem of the modern and a means of negotiating unprecedented phenomena.

*Prerequisite: 30 points at Stage II in English***ENGLISH 310 15 Points****Shakespeare: Comedies and Tragicomedies**

A study of selected comedies and tragicomedies of Shakespeare and his contemporaries. Works of Shakespeare may include the romantic comedies of his first decade and a half as a playwright, the so-called 'problem plays', the darker comedies of his middle years, and the tragicomedies of his final years, sometimes called 'romances'. The nature of comedy and its relationship to tragedy is also explored.

*Prerequisite: 30 points at Stage II in English**Restriction: ENGLISH 265***ENGLISH 314 15 Points****Major Works: 16th and 17th Centuries**

Examines selected works of poetry and prose by male and female authors of the sixteenth and seventeenth centuries. The texts are given detailed consideration as well as being placed within social and critical contexts.

*Prerequisite: 30 points at Stage II in English***ENGLISH 320 15 Points****Victorian Literature**

Focuses on Victorian narrative practices. One module, concentrating on novels by Dickens, Thackeray and James, examines them in the context of the Victorian reading public and publishing practices. The other module deals with the narrative possibilities open to and deployed by women writers and features novels by Charlotte Brontë, George Eliot and Olive Schreiner.

*Prerequisite: 30 points at Stage II in English***ENGLISH 321 15 Points****Theory and the Gothic**

Advances the understanding of contemporary theory and cultural studies through the study of a selection of classic Gothic writing from the nineteenth century and films from the twentieth, together with influential psychoanalytical, new historical and queer studies treatments of Gothic material.

*Prerequisite: 30 points at Stage II in English, or 30 points from FTVMS 200-214, 216-219***ENGLISH 323 15 Points****Contemporary Poetry**

An introduction to the work of a dozen influential poets, this course emphasises new developments. The focus is on the still controversial L=A=N=G=U=A=G=E poetry that emerged in the late 1970s and developments concurrent with it. This shift is seen against a background of changes in technology, politics and in popular and intellectual culture.

*Prerequisite: 30 points at Stage II in English*

**ENGLISH 332** 15 Points  
**Contemporary Drama**

A study of drama since the 1970s. Addressing the plays primarily as theatre texts, it emphasises the theatrical strategies and conventions deployed in the texts, some of which self-consciously celebrate theatricality. Teaching combines lectures, discussions, play-readings and viewing theatrical videos.

*Prerequisite:* 30 points at Stage II in English or Drama

**ENGLISH 336** 15 Points  
**Victorian Poetry**

A study of a range of Victorian poets, ranging from canonical figures to women poets who have received sustained critical attention only in recent years. Focal points of the course are the religious and spiritual issues raised by social change, the discourse of love and sexuality and the practice of the dramatic monologue.

*Prerequisite:* 30 points at Stage II in English

**ENGLISH 340** 15 Points  
**Arthurian Literature**

The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation).

*Prerequisite:* 30 points at Stage II in English or FRENCH 200

*Restriction:* ENGLISH 738, 746

**ENGLISH 341** 15 Points  
**Middle English: Major Works**

Works studied include poems of the Alliterative Revival (such as *Sir Gawain and the Green Knight* and *Piers Plowman*).

*Prerequisite:* 15 points from ENGLISH 200, 302, 338, 339, or 340

*Restriction:* ENGLISH 701, 747

**ENGLISH 343** 15 Points  
**Writing Poetry**

Students will be guided through poetry and poetics and the writing of poetry. As part of the course requirement, they will submit a portfolio of poems.

*Prerequisite:* 60 points passed and English Department approval required

*Restriction:* ENGLISH 328

*Note:* Enrolment limited to 35 students

**ENGLISH 344** 15 Points  
**Writing Creative Prose**

A creative writing course that uses a range of processes, theories and techniques to explore developments in the short story and other shorter prose genres.

*Prerequisite:* 60 points passed and English Department approval required

*Restriction:* ENGLISH 328

*Note:* Enrolment limited to 35 students

**ENGLISH 345** 15 Points  
**Adolescent Fiction**

Adolescence is a problematic category and a peculiarly modern one; necessarily, the same holds true for adolescent fiction. The aim of this course is to examine this phase of development that is neither childhood nor adulthood but lies between, and recent literary and filmic responses to the characteristic interests and demands of readers at this stage of their lives. Course reading will include film and television, as well as written texts.

*Prerequisite:* 30 points at Stage II in English

**ENGLISH 346** 15 Points  
**African and Caribbean Literature**

The Caribbean, by virtue of its geography and history, embraces cultural elements of Africa, India, Europe and North America. The focus, however, will primarily be on Caribbean and African societies in order to address a range of issues connected to these variously hybrid cultures: slavery, black identity and sexuality, nation/narration, home and location/dislocation.

*Prerequisite:* 30 points at Stage II

**ENGLISH 347** 15 Points  
**Poetry Off the Page**

The most recent technologies for performing and preserving poetry are in the process of coalescing with the oral roots of the art form. This shift in transmission and retrieval and its implications for reading communities is examined in three areas: poetry reading (live performance and audiovisual record); the poetry archive (physical and electronic); and digital poetry (virtual communities, real readers).

*Prerequisite:* Any 30 points in English

**ENGLISH 350** 15 Points  
**From Rhetorics to Writing**

Explores writing through discussion of theories of language use, especially issues raised by theorists of rhetoric and composition: cognitive process theory, discourse analysis, language as a social semiotic, literary studies, race and gender, writing for new technologies. The course centres on writing theory but there is a practical dimension: students investigate their present writing practices and consider possible future challenges.

*Prerequisite:* 30 points at Stage II in English, or Departmental approval

*Restriction:* ENGLISH 758

**ENGLISH 351** 15 Points  
**Special Topic**

*Prerequisite:* 30 points at Stage II in English

**ENGLISH 352** 15 Points  
**Love and its Literature**

A study of the state of being in love as it is represented in literature. The course ranges widely in history and world cultures to consider the kinds of writing generated by the experience of love and the modes of reading such writing encourages. The role of the literature of love in sustaining the complex enjoyments love causes will be considered.

*Prerequisite:* 30 points at Stage II in English

**ENGLISH 353** 15 Points  
**Age of Shakespeare: Tragedy**

An introduction to the golden age of English theatre, involving detailed study of a selection of tragedies by Shakespeare and his contemporaries. The theatrical emphasis of the course is intended to help students respond to the plays as theatrical artefacts and not merely as literary texts.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 213

**ENGLISH 354** 15 Points  
**Writing Selves**

Extends student skills in critical reading and composition while critically exploring changing concepts of the self. Considers the nationalist and historicising functions traditionally assigned to biographies and autobiographies, issues of authorship, genre, form, and convention, sexual and

gender politics in life writing, and the controversial borderline between fiction and auto/biography.

*Prerequisite:* 30 points at Stage II in English or Writing Studies

*Restriction:* ENGLISH 263

### **ENGLISH 355** **15 Points** **New Zealand Literature**

Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 221

### **ENGLISH 356** **15 Points** **The Modern Novel**

A study of fiction. The prescribed works vary widely in their country of origin, formal elements and themes. Some are recognised as classics, while others show the new directions taken by the writers of the time. The texts are given detailed consideration as well as being placed within social and critical contexts.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 220

### **ENGLISH 357** **15 Points** **Studies in American Literature**

Focus varies from year to year but will include major authors and central themes in the literature of the United States of America. Key issues discussed may include the influence of Puritanism and the Frontier, the legacy of slavery, immigration and the city, modernism, attitudes towards nature and gender.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 260

### **ENGLISH 359** **15 Points** **Middle English: Chaucer and Romance**

An introduction to medieval narrative centred on the tales of Geoffrey Chaucer, the greatest English poet of the fourteenth century and one of the finest narrative poets in the language. Along with the Chaucer tales, we study a number of contemporary short romances, mostly anonymous, that display the narrative possibilities of the genre, the typical interest in adventure and passion, as well as the textual practices employed by poets in a manuscript or performance culture.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 200

### **ENGLISH 360** **15 Points** **Special Topic**

*Prerequisite:* 30 points at Stage II in English

### **ENGLISH 361** **15 Points** **Reinventing Ireland**

Combines historical and theoretical frameworks to explore recent reinventions of Ireland and Irishness through a range of novels, plays, short stories and poetry. Focuses on the retrospective negotiations of Irish history and identity that characterise Irish literature of the 1990s and 2000s and the treatment of contemporary Ireland in Irish literature since 2000.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 266

### **ENGLISH 363** **15 Points** **Writing and Culture**

Students use selected materials of public and popular

culture to practise and develop skills in creative thinking, critical analysis, argument and writing, with reference to issues of public concern in the domain of global culture.

*Prerequisite:* 30 points at Stage II in English or Writing Studies

*Restriction:* ENGLISH 257

### **ENGLISH 364** **15 Points** **Writing Technologies**

Examines writing studies in technologised contexts of imaginative art and literate communications. The course considers the writer's situation in writing environments that continue to add multiple tools and technologies for understanding, negotiating and fashioning self and world.

*Prerequisite:* 30 points at Stage II in English or Writing Studies

### **ENGLISH 365** **15 Points** **Special Topic in Writing Studies**

*Prerequisite:* 30 points at Stage II in Writing Studies

### **ENGLISH 366** **15 Points** **Writing as Critical Discourse**

Explores theories of literacy and discourse in everyday, educational and professional contexts through individual writing, critical workshops and peer review. Historical case studies will be used to analyse rhetoric and argument in textual practices from graffiti to essays to blogs and mashups. Students will write for different audiences and media in different genres, including critical analysis, narrative and mixed media.

*Prerequisite:* 30 points at Stage II in English or Writing Studies

### **ENGLISH 367** **15 Points** **Special Topic in Writing Studies**

## **Postgraduate 700 Level Courses**

### **ENGLISH 703** **15 Points** **Stages of Religion**

The history of English religion through the longer Reformation period, as reflected and addressed especially in the drama of the period, from the Cycle-plays to Milton. Combines English history and history of religion with issues of dramatic history and performance. Extensive use of primary and rare materials.

### **ENGLISH 704** **15 Points** **Two Poets: A Comparative Study**

An investigation of the major works and determining poetics of two poets whose ideas and practice address one another across time and geopolitical space, local and international boundaries, print and web-based resources.

### **ENGLISH 705A** **15 Points** **ENGLISH 705B** **15 Points**

#### **Modernism and the Contemporary**

The work of six Modernist poets intensely concerned with ideas of the contemporary (T.S. Eliot, Mina Loy, Marianne Moore, Ezra Pound, William Carlos Williams, and Wallace Stevens) within the context of Modernism, the defining international 'movement' of the twentieth century, known for its narratives of crisis and transformation.

*To complete this course students must enrol in ENGLISH 705 A and B*



**ENGLISH 706 30 Points****ENGLISH 706A 15 Points****ENGLISH 706B 15 Points****Shakespeare: Selected Plays and Poems**

The focus of this course varies from year to year but includes attention to several of the most influential approaches to the reading of Shakespearean texts: psychoanalysis, feminism, new historicism, cultural materialism and post-colonial theory.

*To complete this course students must enrol in ENGLISH 706 A and B, or ENGLISH 706*

**ENGLISH 707 30 Points****Writing World War II**

Takes the terror wrought by bombing as its theme with particular focus on the literature of the Second World War and the Cold War that followed it. Also addresses contemporary literary reimaginings of the Second World War, which incorporate elements of military, architectural and postcolonial history, and asks what these later versions imply about the war's historicity.

**ENGLISH 708 15 Points****Post-theory**

After the theory wars and the global dissemination of the work of acknowledged theory 'masters', this course asks: 'What does theory matter now?' Taking as given the legacy of literary and cultural theory, the course considers the variety of theoretical writing, its objects and concerns, which may be characterised as post-theory.

**ENGLISH 710 15 Points****Interpreting Janet Frame**

An exploration of the fiction of renowned writer Janet Frame. Using interpretative theory and reader-response strategies, the course addresses the challenge of developing enabling critical contexts for Frame's novels. Conversely, Frame's novels are used as a means of exploring the reading process and the dynamics involved in the act of interpretation.

*Restriction: ENGLISH 717*

**ENGLISH 711 30 Points****Shakespeare from Stage to Page, 1590-1640**

Studies the development of the theatre in the half-century encompassing Shakespeare's career and after, and its relation to the print industry of the same period. Treats authors and writing, acting, company structure, audiences, censorship, book production, publication and readership. Involves extensive use of primary and rare materials.

*Restriction: ENGLISH 342, 754, 765*

**ENGLISH 713 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 720 15 Points****Pacific Poetry in English**

A critical engagement with poetry written in English by the peoples of Oceania (Polynesia, Melanesia, Micronesia). Pacific aesthetics and epistemologies evident in orature and art, in addition to post-colonial

and women of colour feminist theories, will be used in the construction of culturally insightful frameworks to better appreciate this dynamic literature that spans from the 1970s to the present day.

*Restriction: ENGLISH 717*

**ENGLISH 725 15 Points****Writing, Literacy, Poetics**

Study of textualities, reading and writing as situated language, and literary study in relation to wider literacies and media. What does 'deep reading' promise? Can one be 'fully literate'? Readings in literacy and literary theory, performativity, and performance.

**ENGLISH 727 30 Points****Melville and Conrad**

A comparative study of Melville and Conrad, in relation to the interest each has for understandings of colonialism and globalisation, to the literature of the sea, to the psychological novel, and to modern literary form.

*Restriction: ENGLISH 715, 761, 762*

**ENGLISH 728 15 Points****The Poetics of Pleasure**

Pleasure moves across time like a rumour through our sense of what texts might involve. It can be heard in Horace's 'dulce,' Sidney's 'delight,' Wordsworth's 'bliss' and Barthes's 'jouissance.' The New Zealand secondary school curriculum insists that pleasure is mandatory to the experience of studying English. This course will track the partiality of texts to a poetics of pleasure and its own partiality to a textual erotics.

**ENGLISH 730A 15 Points****ENGLISH 730B 15 Points****Nineteenth Century Women Novelists**

An examination of both 'canonical' and lesser-known nineteenth century women novelists, mainly from Britain. They are studied primarily in two contexts: the nineteenth century debate on the 'Woman Question' and contemporary feminist criticism.

*To complete this course students must enrol in ENGLISH 730 A and B*

**ENGLISH 731 30 Points****Jane Austen and Charlotte Brontë**

A comparative study of two significant women novelists of the nineteenth century, exploring the similarities and differences among their works, as well as giving attention to their critical and popular reception history and their 'afterlife' in print and on screen.

*Restriction: ENGLISH 752*

**ENGLISH 732A 15 Points****ENGLISH 732B 15 Points****Popular Fiction: Mystery, Romance and Fantasy**

Popular Fiction offers an opportunity to extend critical study of literature to the mass of texts customarily denied academic approval. A key element is the reader's pleasure. Does pleasure make a difference in what is, admittedly, a critical study of several varieties of modern popular fiction, especially children's literature, romance and crime fiction (both in print and on television). Reading of texts will be supported by discussion of a range of theoretical issues.

*To complete this course students must enrol in ENGLISH 732 A and B*

<b>ENGLISH 746</b> <b>Arthurian Literature</b> 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). <i>Restriction: ENGLISH 340</i>	<b>15 Points</b>	<b>ENGLISH 759</b> <b>Aphra Behn and the Canon</b> 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. <i>Restriction: ENGLISH 737</i>	<b>15 Points</b>
<b>ENGLISH 747</b> <b>Middle English Literature: Major Works</b> Works studied include poems of the Alliterative Revival (such as <i>Sir Gawain and the Green Knight</i> and <i>Piers Plowman</i> ). <i>Prerequisite: 15 points from ENGLISH 200, 202, 264, 302, 338, 339, 340, 359</i> <i>Restriction: ENGLISH 341</i>	<b>15 Points</b>	<b>ENGLISH 760</b> <b>Milton and Poetic Authority</b> Milton is the poet who has been most significant in the establishment of the familiar canon of English poetry so his achievement raises questions about the greatness of poetry written in one set of historical circumstances for an audience that the poem itself participates in constructing. In this context the course covers a range of Milton's works but concentrates on <i>Paradise Lost</i> .	<b>15 Points</b>
<b>ENGLISH 748</b> <b>Medieval and Early Modern Women</b> The cultural construction of femininity in deep chronological perspective. A study of the representation and sometimes self-representation, of individual figures or types of mythographic, legendary and historical significance, as, for example, Medea, Mary Magdalene or virgin martyrs. The central concern is with written representation but appropriate comparisons will be made with the visual arts and historical actuality. <i>Prerequisite: 15 points from ENGLISH 302, 338, 339, 340, 341, or Departmental approval</i>	<b>15 Points</b>	<b>ENGLISH 769</b> <b>Special Topic: Representing Imagining</b> Considers mimesis in literary and theoretical contexts from the early 1900s to the present. The course also addresses invention, reference, signs, authenticity, and the economy of the imaginative subject.	<b>30 Points</b>
<b>ENGLISH 749</b> <b>Chaucer Studies</b> 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. <i>Prerequisite: 15 points from ENGLISH 200, 202, 264, 302, 338, 339, 340, 341, 359, or Departmental approval</i>	<b>15 Points</b>	<b>ENGLISH 770</b> <b>Research Essays</b> Essays on a particular author, genre or theme.	<b>15 Points</b>
<b>ENGLISH 750A</b> <b>ENGLISH 750B</b> <b>Oral Tales and English Fictions</b> Introduces a selection of novels and other literary forms from the past 200 years which retell traditional and oral narratives. Each text is read in conjunction with earlier stories, thus exposing students to narratives central in the development of English fiction. Readings in narrative theory and in the theory, practice and history of folktale studies are also provided. <i>To complete this course students must enrol in ENGLISH 750 A and B</i>	<b>15 Points</b> <b>15 Points</b>	<b>ENGLISH 773</b> <b>Special Topic in Early Literature</b>	<b>15 Points</b>
<b>ENGLISH 751A</b> <b>ENGLISH 751B</b> <b>Special Topic</b> <i>To complete this course students must enrol in ENGLISH 751 A and B</i>	<b>15 Points</b> <b>15 Points</b>	<b>ENGLISH 774</b> <b>Theatre on Screen</b> 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.	<b>15 Points</b>
<b>ENGLISH 756</b> <b>Special Topic</b>	<b>15 Points</b>	<b>ENGLISH 775</b> <b>Special Topic</b>	<b>15 Points</b>
<b>ENGLISH 758</b> <b>Advanced Studies in Rhetoric and Composition</b> 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.	<b>15 Points</b>	<b>ENGLISH 776</b> <b>Special Topic in Poetry</b>	<b>15 Points</b>
		<b>ENGLISH 777</b> <b>Special Topic in Writing Studies: Pedagogy and Performance</b> Combines rhetoric and composition theory with an exploration of pedagogical theory and practice. The course reviews the emergence of writing studies within the discipline of English, its concerns, materials and methods, and the challenge of digital literacies. Teaching writing studies is rationalised in theory and rehearsed in practice through discursive writing and a required classroom demonstration.	<b>15 Points</b>
		<b>ENGLISH 778</b> <b>Special Topic</b>	<b>30 Points</b>
		<b>ENGLISH 779</b> <b>Special Topic in Early Literature</b>	<b>30 Points</b>
		<b>ENGLISH 780</b> <b>Dissertation</b>	<b>30 Points</b>
		<b>ENGLISH 781</b> <b>Research Project</b> Directed research. This course is compulsory for BA(Hons) students in English who are not preparing a dissertation.	<b>30 Points</b>



<b>ENGLISH 782</b>	<b>30 Points</b>
<b>ENGLISH 782A</b>	<b>15 Points</b>
<b>ENGLISH 782B</b>	<b>15 Points</b>
<b>Special Topic</b>	
<i>To complete this course students must enrol in ENGLISH 782 A and B, or ENGLISH 782</i>	
<b>ENGLISH 784</b>	<b>15 Points</b>
<b>Special Topic in Early Literature</b>	
<b>ENGLISH 792</b>	<b>45 Points</b>
<b>ENGLISH 792A</b>	<b>22.5 Points</b>
<b>ENGLISH 792B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in ENGLISH 792 A and B, or ENGLISH 792</i>	
<b>ENGLISH 793A</b>	<b>45 Points</b>
<b>ENGLISH 793B</b>	<b>45 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in English with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in ENGLISH 793 A and B</i>	
<b>ENGLISH 796A</b>	<b>60 Points</b>
<b>ENGLISH 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in English with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in ENGLISH 796 A and B</i>	
<b>ENGLISH 797A</b>	<b>60 Points</b>
<b>ENGLISH 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>Prerequisite: A BA(Hons) in English with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in ENGLISH 797 A and B</i>	

## English for Academic Purposes

### Foundation Courses

<b>ENGLACP 20P</b>	<b>25 Points</b>
<b>Upper Intermediate Academic English</b>	
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.	

<b>ENGLACP 30P</b>	<b>35 Points</b>
<b>Advanced Academic English</b>	
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.	
<i>Prerequisite: ENGLACP 20P</i>	

## English Writing

### Stage I

<b>ENGWRIT 101</b>	<b>15 Points</b>
<b>English Writing for Academic Purposes</b>	
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.	

### Stage II

<b>ENGWRIT 200</b>	<b>15 Points</b>
<b>Writing in the Professions</b>	
The purposes, skills and styles of business and professional communication, for use in academic, public and workplace contexts, in writing that identifies audience, uses clear, concise language and presents an effective case. Introduces process and rhetorical approaches to the analysis and composition of major forms of communication: memo, letters, report, proposal.	
<i>Prerequisite: Any 45 points passed</i>	
<i>Restriction: ENGWRIT 111</i>	

## Ethnomusicology

*For the list of courses please refer to the Bachelor of Arts Schedule. Prescriptions are listed under their respective subject codes.*

## European Studies

### Stage I

<b>EUROPEAN 100</b>	<b>15 Points</b>
<b>EUROPEAN 100G</b>	<b>15 Points</b>
<b>Thinking Europe</b>	

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

<b>EUROPEAN 200</b>	<b>15 Points</b>
<b>Screening Europe</b>	

Europe's rich and distinctive film tradition provides an opportunity to examine issues of contemporary Europe and its individual nations. This course examines the sources, complexities and resonances of a number of European films and the ways in which they refer, directly or obliquely, to historical, social and political issues around the concept of Europe. The films shown will all be subtitled.

*Prerequisite: Any 30 points passed in BA courses*  
*Restriction: EUROPEAN 300*

<b>EUROPEAN 203</b>	<b>15 Points</b>
<b>Jewish Culture and Identity in Europe</b>	

An examination of the impact of Jewish culture and identity in Europe from the Middle Ages to modern times through an exploration of issues of identity and assimilation presented in representative literary texts, art and film by and about European Jews from critical periods.

*Prerequisite: Any 30 points passed*  
*Restriction: EUROPEAN 303*

**EUROPEAN 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:* Any 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:* Any 30 points passed in BA courses

*Restriction:* EUROPEAN 307

**EUROPEAN 208** 15 Points  
**Special Topic****EUROPEAN 209** 15 Points  
**Special Topic: "Freaks": Exhibiting Monstrosities and Inventing Disability**

A study of the images of human "oddities", from the market-place 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:* Any 30 points passed in BA courses

*Restriction:* EUROPEAN 308

**EUROPEAN 211** 15 Points  
**Collective Memory in Europe**

A study of Europe's experience with war, occupation and totalitarian regimes in the twentieth century, as recorded in memoirs and depicted in fiction and film from several nations of Europe.

*Prerequisite:* Any 30 points passed in BA courses

*Restriction:* 194.111, EUROPEAN 310

**EUROPEAN 277** 15 Points  
**European Study Abroad 2A**

Course taken at an approved academic institution abroad.

*Prerequisite:* Departmental approval

**EUROPEAN 278** 15 Points  
**European Study Abroad 2B**

Course taken at an approved academic institution abroad.

*Prerequisite:* EUROPEAN 277 and Departmental approval

**Stage III****EUROPEAN 300** 15 Points  
**Screening Europe**

Europe's rich and distinctive film tradition provides an opportunity to examine issues of contemporary Europe and its individual nations. This course examines the sources, complexities and resonances of a number of European films and the ways in which they refer, directly or obliquely, to historical, social

and political issues around the concept of Europe. The films shown will all be subtitled.

*Prerequisite:* Any 30 points at Stage II

*Restriction:* EUROPEAN 200

**EUROPEAN 302** 15 Points  
**European Integration**

This cross-disciplinary course examines political, economic, social and cultural integration and its effects in the fabric of contemporary Europe. Issues addressed include identity, immigration and citizenship in Europe, and matters pertaining to the European Union: its political form, enlargement, foreign and security policy, economic and monetary policy, and the European constitution.

*Prerequisite:* Any 30 points at Stage II

*Restriction:* EUROPEAN 206

**EUROPEAN 303** 15 Points  
**Jewish Culture and Identity in Europe**

An examination of the impact of Jewish culture and identity in Europe from the Middle Ages to modern times through an exploration of issues of identity and assimilation presented in representative literary texts, art and film by and about European Jews from critical periods.

*Prerequisite:* Any 30 points at Stage II in BA courses

*Restriction:* EUROPEAN 203

**EUROPEAN 304** 15 Points  
**Special Topic**

*Prerequisite:* Any 30 points at Stage II in BA courses

**EUROPEAN 305** 15 Points  
**Special Topic**

*Prerequisite:* Any 30 points at Stage II in BA courses

**EUROPEAN 307** 15 Points  
**European Drama: Greatest Hits**

Considers important themes and stylistic innovations in European drama through the study of a selection of great plays and playwrights from a number of European countries.

*Prerequisite:* Any 30 points at Stage II in BA courses

*Restriction:* EUROPEAN 207

**EUROPEAN 308** 15 Points  
**Special Topic: "Freaks": Exhibiting Monstrosities and Inventing Disability**

A study of the images of human "oddities", from the market-place 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:* Any 30 points at Stage II in BA courses

*Restriction:* EUROPEAN 209

**EUROPEAN 310** 15 Points  
**Collective Memory in Europe**

A study of Europe's experience with war, occupation and totalitarian regimes in the twentieth century, as recorded in memoirs and depicted in fiction and film from several nations of Europe.

*Prerequisite:* Any 30 points at Stage II

*Restriction:* EUROPEAN 211

**EUROPEAN 377** 15 Points  
**European Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite:* Departmental approval

**EUROPEAN 378** 15 Points  
**European Study Abroad 3B**  
 Course taken at an approved academic institution abroad.  
*Prerequisite: EUROPEAN 377 and Departmental approval*

### Postgraduate 700 Level Courses

**EUROPEAN 701** 15 Points  
**Special Topic**

**EUROPEAN 702** 15 Points  
**Special Topic: Human Zoos: Mass Entertainment in Europe (1850-1930)**

From the 1850s to the 1930s, "wild" creatures were brought to "civilisation" in "anthropo-zoological" exhibitions in European cities, travelling shows, World Fairs and soon on the screen. Human zoos became a laboratory for an entertainment industry, the spreading of mass forms of racism, and an ambiguous moment in the invention of the exotic and the development of the human sciences.

*Prerequisite: A BA degree*

**EUROPEAN 703** 30 Points  
**Reinterpreting European Identities: Past and Present**

Students will obtain a nuanced understanding of European identities in the past and present and the ability to pursue advanced interdisciplinary research in European cultures, which embraces its literatures. The course will focus on three broad themes relevant to European identity: the evolution and critique of European cultural models, historical memory, and ethnicity and multiculturalism.

**EUROPEAN 704** 15 Points  
**Imagining European Cities**

Explores key representations of European cities and significant traditions of imagining them in literature and film, probing the links between urban imaginaries and material cities. The course focuses on the city of modernity but also includes discussions of premodern, early modern and postmodern manifestations of urban imaginaries.

**EUROPEAN 705** 15 Points  
**European Study Abroad**

**EUROPEAN 706** 30 Points  
**European Study Abroad**

**EUROPEAN 707** 30 Points  
**European Study Abroad**

**EUROPEAN 782** 30 Points  
**Dissertation**

**EUROPEAN 794A** 45 Points  
**EUROPEAN 794B** 45 Points  
**Thesis**

*To complete this course students must enrol in EUROPEAN 794 A and B*

**EUROPEAN 796A** 60 Points  
**EUROPEAN 796B** 60 Points  
**Thesis**

*To complete this course, students must enrol in EUROPEAN 796 A and B*

**EUROPEAN 797A** 60 Points  
**EUROPEAN 797B** 60 Points  
**Research Portfolio**

*To complete this course, students must enrol in EUROPEAN 797 A and B*

## Film, Television and Media Studies

### Stage I

**FTVMS 100** 15 Points  
**Media Studies**

An introduction to the study of communication media in terms of the interplay between economics, politics, technology and culture. An examination of media industries, media texts and media audiences. The media examined include: film, recorded sound, radio, television and the internet. The course introduces students to the basic concepts and analytical tools of media studies.

**FTVMS 101** 15 Points  
**Film Studies**

An introduction to the feature film, and the main traditions of film criticism. A series of significant films, from 1915 to the present, are explored in detail. The aim is to develop an historical perspective, an awareness of film-making as an art and an interest in the relationship between films and society, including debates about race, gender, censorship.

**FTVMS 110** 15 Points

**FTVMS 110G** 15 Points  
**Advertising and Society**

A critical examination of advertising and advertisements focusing on the role advertising plays in consumer culture. Advertisements from a diverse range of media are studied in order to analyse how advertisements construct and disseminate meaning. The course investigates how advertising engages with the logic of wider cultural and global transformations with consideration given to both consumer and industry perspectives.

### Stage II

**FTVMS 201** 15 Points  
**TV Studio Production: The Interview**

An introduction to the technical skills required to produce the interview, a core television form, as well as providing a critical framework within which to access and critique industry practice. Combines formal lectures and practical exercises in exploring the function and construction of the interview, interspersed with presentations from a variety of industry practitioners.

*Prerequisite: FTVMS 100 and 101*

**FTVMS 202** 15 Points  
**Hollywood and its Others**

An investigation of Hollywood with a particular focus on its industrial, aesthetic and cultural aspects. Students will gain a historical understanding of classical Hollywood cinema, which will serve as the basis for comparison to other national cinemas and/or American independent productions of recent decades.

*Prerequisite: FTVMS 100 and 101*

*Restriction: FTVMS 307*

**FTVMS 203** 15 Points  
**Techno-culture and New Media**

Theory and analysis of media technologies. An introduction to the major debates about technology, multimedia and the digital age. Examines the academic and popular discourse on techno-culture in modernity, focusing on the exchange of bodies and commodities as bits, bytes and loops within



transnational capitalism, and the increasingly mediated 'technologisation' of everyday life.

*Prerequisite:* FTVMS 100 and 101

*Restriction:* FTVMS 314

#### **FTVMS 204**

**15 Points**

##### **Media Analysis**

In workshops and lectures, students will develop and practice the skills required to analyse, contextualise, and critique media texts. Students will develop a range of discursive strategies for analysing various media forms, including print text, visual images, film, television, soundtrack, and the internet.

*Prerequisite:* FTVMS 100 and 101

#### **FTVMS 205**

**15 Points**

##### **Screening Hong Kong**

An examination of the cinema of Hong Kong through some of its major genres (eg, martial chivalry, kung fu, action, romance, comedy, fantasy, ghost, melodrama). Aims to develop both an appreciation of filmic styles and an understanding of post-1980s changes in Hong Kong's film industry and their relation to Hong Kong society.

*Prerequisite:* Either FTVMS 100 and 101, or ASIAN 100 and 15 further points in Asian Studies

*Restriction:* FTVMS 308

#### **FTVMS 207**

**15 Points**

##### **Media and the Information Society**

Examines claims that as a result of the expansion of media technologies and mediated social relationships we have witnessed the emergence of information societies. Investigates whether such societies are indicative of decisive changes in the organisation of political, economic and social life and in the conception of individual identity. Emphasis is thus upon interpreting this wider pattern of social relations and processes rather than upon the cultural expression of such changes in popular film, television and internet texts.

*Prerequisite:* FTVMS 100 and 101, or 30 points at Stage I in Political Studies

*Restriction:* FTVMS 312

#### **FTVMS 208**

**15 Points**

##### **New Zealand Film since the Mid-1980s**

Traces a history of filmmaking in Aotearoa New Zealand from the mid-1980s to the present day. Topics include the country's (post)colonial connections with Britain and the US; the struggle to create a bicultural nation; gender and sexuality; the film industry's relationship with Hollywood and the production of 'blockbusters'; fourth cinema; and digital filmmaking.

*Prerequisite:* FTVMS 100 and 101

*Restriction:* FTVMS 300

#### **FTVMS 209**

**15 Points**

##### **The South Seas on Screen**

Examines the ambivalences surrounding European perceptions of the South Pacific and their translation into popular media culture. In addition to European representations of the Pacific, the course explores how these images and discourses have influenced films and video produced by Pacific peoples themselves.

*Prerequisite:* FTVMS 100 and 101

*Restriction:* FTVMS 322

#### **FTVMS 210**

**15 Points**

##### **Race, Indigeneity and the Media**

Considers the media in relation to racial and ethnic identities. The course examines how dominant media represent minority cultural groups in terms of their

perceived difference. Discusses postcolonialism and indigeneity in international contexts, with a focus on Māori engagement with media, and 'Pakehanness' as an ethnic identity. The course draws on critical race theory and whiteness studies.

*Prerequisite:* FTVMS 100 and 101, or 30 points from MĀORI 101, 103, 130

*Restriction:* FTVMS 325

#### **FTVMS 211**

**15 Points**

##### **Watching Television**

An introduction to television studies. Explores the historical development and distinctive aesthetic style of television; examines television's role in the production of individual, national and global identities; and interrogates television's negotiation of social meanings in the context of everyday life. Specific topics include domestic context; audience reception and negotiation; fandom and celebrity; the regulation of childhood; commodity culture and tabloid television.

*Prerequisite:* FTVMS 100 and 101

*Restriction:* FTVMS 309

#### **FTVMS 212**

**15 Points**

##### **Special Topic: Video Games: Theory and Culture**

A study of video games as a new media form situated in the broader context of media theory and history. Considers video gaming as an industry, as a leisure activity, and as a site of aesthetic and narrative innovation. The course examines what makes video games a distinctive media form.

*Prerequisite:* FTVMS 100 and 101

*Restriction:* FTVMS 328

#### **FTVMS 213**

**15 Points**

##### **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:* FTVMS 100 and 101, or 30 points at Stage I in Political Studies

*Restriction:* FTVMS 324

#### **FTVMS 214**

**15 Points**

##### **Early New Zealand Film to the Mid-1980s**

A history of filmmaking in Aotearoa New Zealand from the beginning of the twentieth century until the mid-1980s. A variety of films are studied in terms of their historical, aesthetic, social and industry-related aspects.

*Prerequisite:* FTVMS 100, 101

*Restriction:* FTVMS 306

#### **FTVMS 215**

**15 Points**

#### **FTVMS 215G**

**15 Points**

##### **Reading Contemporary Films**

Considers ways of analysing and interpreting contemporary films. The aim is to develop students' skills of close reading through the analysis of a range of contemporary films that represent a number of narrative and cinematic styles, both 'mainstream' and 'alternative'.

*Prerequisite:* 90 points passed

*Restriction:* FTVMS 112

#### **FTVMS 216**

**15 Points**

##### **Bollywood and Beyond**

Examines the aesthetics and politics of cinema and other media cultures of India and South Asian diasporas. Issues addressed include: colonialism and post-colonial discourse, nationalisms, gender,

sexuality, urbanisation, religious movements, multiculturalism and globalisation.

*Prerequisite:* Either FTVMS 100 and 101, or ASIAN 100 and 15 further points in Asian Studies

*Restriction:* FTVMS 302

#### **FTVMS 218**

**15 Points**

##### **Popular Music on Screen**

Examines popular music in film, television, video, the internet and other audiovisual media. Considers the relationship between sound and vision. Analyses the musical, documentary, narrative feature film, concert film, music video, television commercial and other forms. Looks at visual cultures of jazz, pop, rock, R'n'B hip hop, electronic dance music and other music styles.

*Prerequisite:* FTVMS 100 and 101

*Restriction:* FTVMS 323

#### **FTVMS 219**

**15 Points**

##### **Memory and Media**

Explores the relationship between memory and the ways in which it is experienced, represented and embodied through media technologies. Students will examine how film, television and new media have depicted processes of memory and forgetting, and the extent to which these media forms themselves serve as a type of surrogate memory.

*Prerequisite:* FTVMS 100, 101

*Restriction:* FTVMS 326

#### **FTVMS 220**

**15 Points**

##### **Mockumentary and Docu-Genres**

Considers the development of mockumentary and fakery in relation to documentary genres. Introduces students to basic concepts related to documentary realism and then explores a range of film and television examples that refer to, subvert, and problematise notions of visible evidence and factuality.

*Prerequisite:* FTVMS 100, 101

*Restriction:* FTVMS 316

#### **FTVMS 221**

**15 Points**

##### **Action Films**

Critically investigates three major action genres: Western, swordplay/martial arts and war/military movies. Introduces students to major action aesthetics within a historical perspective.

*Prerequisite:* FTVMS 100, 101

*Restriction:* FTVMS 315

#### **FTVMS 222**

**15 Points**

##### **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 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:* FTVMS 100, 101

*Restriction:* FTVMS 327

#### **FTVMS 223**

**15 Points**

##### **Special Topic: Identities in the Networked Age**

The media-influenced construction of identities, with specific focus on the online (digital) realm, social networking sites, and online privacy.

*Prerequisite:* 90 points passed

#### **FTVMS 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:* FTVMS 100, 101

*Restriction:* FTVMS 319

#### **FTVMS 225**

**15 Points**

##### **Special Topic: Journalism Studies**

Focuses on journalism, drawing on contemporary and past examples exploring such issues as: genres and forms of journalism; journalism's relationship to democracy; the ownership and control of news; the impact of digitalisation on journalism; representations of indigeneity and 'minorities' in news and current affairs; objectivity and ethics in journalism; citizen journalism; celebrity journalism; and war reporting and 'embeddedness'.

*Prerequisite:* FTVMS 100, 101

#### **FTVMS 226**

**15 Points**

##### **Special Topic**

*Prerequisite:* 30 points from FTVMS 200–214, 216–222, MĀORI 271

#### **FTVMS 227**

**15 Points**

##### **Special Topic**

*Prerequisite:* 30 points from FTVMS 200–214, 216–222, MĀORI 271

### **Stage III**

#### **FTVMS 300**

**15 Points**

##### **New Zealand Film since the Mid-1980s**

Traces a history of filmmaking in Aotearoa New Zealand from the mid-1980s to the present day. Topics include the country's (post)colonial connections with Britain and the US; the struggle to create a bicultural nation; gender and sexuality; the film industry's relationship with Hollywood and the production of 'blockbusters'; fourth cinema; and digital filmmaking.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 208

#### **FTVMS 301**

**15 Points**

##### **Film and Video Production**

An introduction to the main aspects of film and video production, from scripting to editing. Students will explore traditional and alternative film and video forms. Despite the emphasis on practical skills, the course has a strong theoretical component and should not be regarded as purely vocational training.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

#### **FTVMS 302**

**15 Points**

##### **Bollywood and Beyond**

Examines the aesthetics and politics of cinema and other media cultures of India and South Asian diasporas. Issues addressed include: colonialism and post-colonial discourse, nationalisms, gender, sexuality, urbanisation, religious movements, multiculturalism and globalisation.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 216

#### **FTVMS 303**

**15 Points**

##### **Film and Broadcast Writing**

A study of the skills involved in script writing for film, television and radio. The course is not narrowly vocational but seeks to build a general understanding



of the principles, forms and structures of script-writing and narrative strategies for drama. Students will be required to analyse film and television scripts from the writer's perspective as well as write their own short scripts.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 304

### FTVMS 306

15 Points

#### Early New Zealand Film to the Mid-1980s

A history of filmmaking in Aotearoa New Zealand from the beginning of the twentieth century until the mid-1980s. A variety of films are studied in terms of their historical, aesthetic, social and industry-related aspects.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 214

### FTVMS 307

15 Points

#### Hollywood and its Others

An investigation of Hollywood with a particular focus on its industrial, aesthetic and cultural aspects. Students will gain a historical understanding of classical Hollywood cinema, which will serve as the basis for comparison to other national cinemas and/or American independent productions of recent decades.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 202

### FTVMS 308

15 Points

#### Screening Hong Kong

An examination of the cinema of Hong Kong through some of its major genres (eg martial chivalry, kung fu, action, romance, comedy, fantasy, ghost, melodrama). Aims to develop both an appreciation of filmic styles and an understanding of post-1980s changes in Hong Kong's film industry and their relation to Hong Kong society.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 205

### FTVMS 309

15 Points

#### Watching Television

An introduction to television studies. Explores the historical development and distinctive aesthetic style of television; examines television's role in the production of individual, national and global identities; and interrogates television's negotiation of social meanings in the context of everyday life. Specific topics include domestic context; audience reception and negotiation; fandom and celebrity; the regulation of childhood; commodity culture and tabloid television.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 211

### FTVMS 311

15 Points

#### Lights! Camera! Action! TV Drama Studio

Students will produce short dramas, drawing on the language of narrative that they have learnt in the prerequisite courses. As well as developing technical skills, they will be required to critique and analyse the short dramatic film as a genre.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 305

### FTVMS 312

15 Points

#### Media and the Information Society

Examines claims that as a result of the expansion of media technologies and mediated social relationships we have witnessed the emergence of information societies. Investigates whether such societies are indicative of decisive changes in the organisation of political, economic and social life and in the conception of individual identity. Emphasis is thus upon interpreting this wider pattern of social relations and processes rather than upon the cultural expression of such changes in popular film, television and internet texts.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271 or 30 points at Stage II in Political Studies

*Restriction:* FTVMS 207

### FTVMS 313

15 Points

#### Sites of Contest: Media, Sport and Culture

An examination of the increasingly close and contested relationship between sport and the media, analysing the media institutions that are producing sport; the way sport is represented in media texts; and the role of the media audience. Through critical analysis of sport on screen (including soccer, netball, rugby, yachting and cricket) the course considers issues of local, national and global culture.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

### FTVMS 314

15 Points

#### Techno-culture and New Media

Theory and analysis of media technologies. Considers the major debates about technology, multimedia and the digital age. Examines the academic and popular discourse on techno-culture in modernity, focusing on the exchange of bodies and commodities as bits, bytes and loops within transnational capitalism, and the increasingly mediated 'technologisation' of everyday life.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 203

### FTVMS 315

15 Points

#### Action Films

Critically investigates three major action genres: Western, swordplay/martial arts and war/military movies. Introduces students to major action aesthetics within a historical perspective.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 221

### FTVMS 316

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:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 220

### FTVMS 317

15 Points

#### Special Topic

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

**FTVMS 318** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

**FTVMS 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 from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 224

**FTVMS 322** **15 Points**  
**The South Seas on Screen**

Examines the ambivalences surrounding European perceptions of the South Pacific and their translation into popular media culture. In addition to European representations of the Pacific, the course explores how these images and discourses have influenced films and video produced by Pacific peoples themselves.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 209

**FTVMS 323** **15 Points**  
**Popular Music on Screen**

Examines popular music in film, television, video, the internet and other audiovisual media. Considers the relationship between sound and vision. Analyses the musical, documentary, narrative feature film, concert film, music video, television commercial and other forms. Looks at visual cultures of jazz, pop, rock, R'n'B, hip hop, electronic dance music and other music styles.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 218

**FTVMS 324** **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:* 30 points from FTVMS 200–214, 216–227, MĀORI 271, or 30 points at Stage II in Political Studies

*Restriction:* FTVMS 213

**FTVMS 325** **15 Points**  
**Race, Indigeneity and the Media**

Considers the media in relation to racial and ethnic identities. The course examines how dominant media represent minority cultural groups in terms of their perceived difference. Discusses postcolonialism and indigeneity in international contexts, with a focus on Māori engagement with media, and 'Pakehaness' as an ethnic identity. The course draws on critical race theory and whiteness studies.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 210

**FTVMS 326** **15 Points**  
**Memory and Media**

Explores the relationship between memory and the ways in which it is experienced, represented and embodied through media technologies. Students will examine how film, television and new media have

depicted processes of memory and forgetting, and the extent to which these media forms themselves serve as a type of surrogate memory.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 219

**FTVMS 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 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 from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 222

**FTVMS 328** **15 Points**  
**Special Topic: Video Games: Theory and Culture**

A study of video games as a new media form situated in the broader context of media theory and history. Considers video gaming as an industry, as a leisure activity, and as a site of aesthetic and narrative innovation. The course examines what makes video games a distinctive media form.

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

*Restriction:* FTVMS 212

**FTVMS 329** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points from FTVMS 200–214, 216–227, MĀORI 271

**Postgraduate 700 Level Courses**

**FTVMS 701** **30 Points**  
**New Zealand Media Industries**

Identifies and critically examines current issues and debates within the film, television and other media industries in New Zealand.

*Restriction:* FTVMS 710

**FTVMS 704** **30 Points**  
**Documentary: The Real Returns**

A theoretical and historical study of the documentary, focusing on significant works in the canon. The syllabus includes topics such as reality and representation; documentary modes and forms of address; ethnographies and cultural difference; documentary, politics and human rights.

*Restriction:* FTVMS 722

**FTVMS 707** **30 Points**  
**New Waves**

Examines a range of New Wave movements in world cinema from three aspects: context, aesthetics, reception, and in terms of three interrelated issues: social critique, avant-garde style and the rejuvenation of national or semi-national cinemas. The course has a strong international perspective, covering New Wave movements in Europe and East Asia.

*Restriction:* FTVMS 731

**FTVMS 708** **30 Points**  
**Reality TV**

Addresses the explosive television phenomenon called 'Reality TV', which broadly includes all programmes that train cameras on non-actors placed in artificial situations that simulate 'real life'. It begins with the American roots of the genre, moves on to the more

recent spate of European programmes and, finally, to New Zealand reality programming.

*Restriction: FTVMS 732*

**FTVMS 709 30 Points**  
**Seeing Sex**

An historically framed investigation of the representational conventions that visualise sex acts across a range of contemporary visual technologies – photography, cinema, television and the internet. Examines such issues as pornography and censorship, the history of sexuality, the representation of sexual subcultures, the eroticisation of the gaze and the ethics of looking, the function of orgasm for cultural definitions of sex and the visual iconography of safe sex videos.

*Restriction: FTVMS 733*

**FTVMS 711 30 Points**  
**Feminist Film Theory**

Examines the long and rich tradition of feminist film theory and provides students with an understanding of its concerns. Topics will include the Anglo-American feminist film theorists of the 1970s and 1980s, close examination of Hollywood films which have inspired feminist debate, as well as recent film reconceptions of gender and sexuality.

*Restriction: FTVMS 735*

**FTVMS 712 30 Points**  
**Digital Media**

Combines practical and theoretical approaches to the study of computer-based media. Key concepts including hypertext, multimedia, interface and interactivity will be explored in practical multimedia workshops and through theoretical analysis of contemporary debates around new media cultures.

*Restriction: FTVMS 737*

**FTVMS 713 30 Points**  
**Media, Sound and Music**

Theoretical, critical and cultural studies of sound and music as mediated phenomena. Includes analysis of technologies such as gramophone recordings, radio, film, television, cassettes, video and digital files. Topics include: music and technology; recorded sound and everyday life; the political economy of music; the politics of the popular; authorship and creativity; texts, genres and aesthetics; sonic identities and geographies.

*Restriction: FTVMS 730, 738*

**FTVMS 715 30 Points**  
**Visualising Difference**

Critically examines the representation of racial and ethnic difference in cinema and broadcast television. This course explores and discusses how difference has been conceptualised in colonial, post-colonial, and multicultural frameworks using examples from the USA, Canada, Australia, and New Zealand.

**FTVMS 716 30 Points**  
**Love in/Loving the Cinema**

Critically examines the theme of love in the cinema. Looks at why the love story has been such a staple of movie narratives and what films can teach us about love. Also explores the nature of the love of cinema itself, cinephilia.

**FTVMS 717 30 Points**  
**Special Topic: Ubiquitous Media**

Explores some of the implications of increasingly mediated and computerised space. From mobile

phones and iPads to 'smart' clothes and biomedica, communication, information and screen media are increasingly coming to define our relations with others. Taking an interdisciplinary approach, the course interrogates the philosophical, social and political implications of the move from software to 'everyware'.

**FTVMS 718 30 Points**  
**Special Topic**

**FTVMS 719 30 Points**  
**Special Topic**

**FTVMS 720 30 Points**  
**Special Topic**

**FTVMS 726 30 Points**  
**Research Projects**

**FTVMS 727 15 Points**  
**Special Topic**

**FTVMS 728 30 Points**  
**News Framing across Cultures**

Compares Western, Indigenous and Asian news by considering news framing in two overlapping strands: firstly, different ways in which cultural and in some cases political values are inscribed into news, and secondly, ways in which different news organisations create/deal with those considered 'other'. Main focus is on print and television news, with some consideration of on-line news.

**FTVMS 729 30 Points**  
**Film Evil**

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.

**FTVMS 741 30 Points**  
**Time and the Moving Image**

Explores how moving images mediate our experience of time, from the *actualités* 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.

**FTVMS 781 30 Points**  
**Research Project**

Directed research on an assigned topic. Following an introduction to the key issues in conducting such sustained research, students will develop their project through workshops, discussions and group supervisory sessions. This is a required course for all BA(Hons) students in Film, Television and Media Studies.

**FTVMS 792 45 Points**

**FTVMS 792A 22.5 Points**

**FTVMS 792B 22.5 Points**

**Dissertation**

*To complete this course students must enrol in FTVMS 792 A and B, or FTVMS 792*



<b>FTVMS 793</b>	<b>60 Points</b>
<b>FTVMS 793A</b>	<b>30 Points</b>
<b>FTVMS 793B</b>	<b>30 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in FTVMS 793 A and B, or FTVMS 793</i>	
<b>FTVMS 796A</b>	<b>60 Points</b>
<b>FTVMS 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in Film, Television and Media Studies with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in FTVMS 796 A and B</i>	
<b>FTVMS 797A</b>	<b>60 Points</b>
<b>FTVMS 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>Prerequisite: A BA(Hons) in Film, Television and Media Studies with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in FTVMS 797 A and B</i>	

## French

### Stage I

<b>FRENCH 101</b>	<b>15 Points</b>
<b>FRENCH 101G</b>	<b>15 Points</b>
<b>Introductory French Language 1</b>	
This is a four-skill language course (reading, writing, speaking, listening), teaching vocabulary and structure using up-to-date methodology and multimedia materials, for beginners or near beginners. Students who have achieved 12-16 credits in Level 2 NCEA French should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French.	
<i>Restriction: FRENCH 151, 161. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>FRENCH 102</b>	<b>15 Points</b>
<b>Introductory French Language 2</b>	
This is a four-skill language course, using the same methodology as FRENCH 101. It is designed for students who have achieved 12-16 credits in Level 2 NCEA French, or who have passed FRENCH 101, 151 or 161. It is not available to students who qualify for FRENCH 203 or 204.	
<i>Prerequisite: 15 points from FRENCH 101, 151, 161, or Departmental approval</i>	
<i>Restriction: FRENCH 152, 162. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>FRENCH 161</b>	<b>15 Points</b>
<b>Introductory French Language 1 – Distance Learning</b>	
This is a four-skill language course (reading, writing, speaking, listening), teaching vocabulary and structure using up-to-date methodology and multimedia materials, for beginners or near beginners. Students who have achieved 12-16 credits in Level 2 NCEA French should enrol in FRENCH 162. Prospective students must have access to email and a CD-Rom drive. FRENCH 161 does not count towards a major in French.	
<i>Restriction: FRENCH 101, 151. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>FRENCH 162</b>	<b>15 Points</b>
<b>Introductory French Language 2 – Distance Learning</b>	
This is a four-skill language course, for students who have achieved 12-16 credits in Level 2 NCEA French, or who have passed FRENCH 101, 151 or 161. It is not available to students who qualify for FRENCH 203 or 204. Prospective students must have access to email and a CD-Rom drive.	
<i>Prerequisite: 15 points from FRENCH 101, 151, 161, or Departmental approval</i>	
<i>Restriction: FRENCH 102, 152. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

### Stage II

<b>FRENCH 203</b>	<b>15 Points</b>
<b>Intermediate French Language 1</b>	
This is a four-skill language course, using the same methodology and text as FRENCH 101 and 102. It is designed for students with 12-16 credits in Level 3 NCEA French, or who have passed FRENCH 102, 152 or 162. It is not available to students who qualify for entry into FRENCH 204.	
<i>Prerequisite: 15 points from FRENCH 102, 152, 162, or Departmental approval</i>	
<i>Restriction: FRENCH 100, 103, 113. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>FRENCH 204</b>	<b>15 Points</b>
<b>Intermediate French Language 2</b>	
Topic-based oral and written expression, aural and written comprehension in French, covering a wide range of personal and professional situations. This course is designed for students with 18-24 credits in Level 3 NCEA French, or who have passed FRENCH 113 or 203. Particularly advanced students may be considered for direct entry into FRENCH 304.	
<i>Prerequisite: FRENCH 113, 203, or Departmental approval</i>	
<i>Restriction: FRENCH 100, 103, 201. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>FRENCH 214</b>	<b>15 Points</b>
<b>French Linguistics</b>	
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.	
<i>Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304</i>	
<i>Restriction: FRENCH 314</i>	
<b>FRENCH 218</b>	<b>15 Points</b>
<b>History of the French Language</b>	
An introduction to French linguistics, the history of French and regional variation in French. The course is taught in French.	
<i>Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304</i>	
<b>FRENCH 229</b>	<b>15 Points</b>
<b>The French-speaking World</b>	
A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific.	
<i>Prerequisite: 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304</i>	
<i>Restriction: FRENCH 329</i>	

**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 100, 103, 129, 200, 204, 269, 304

**FRENCH 231 15 Points****Introduction to Modern France**

An introduction to society and culture in modern France. Topics include: religion and religious conflict, monarchy and court culture, the 'Age of Revolutions', urban culture and class relations, France during the World Wars, and legacies of decolonisation and immigration in present-day French culture. The course is taught in French.

*Prerequisite:* 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

*Restriction:* FRENCH 313

**FRENCH 239 15 Points****France on Screen: From Lumière to Godard**

An introduction to the major artistic and historical developments in French film, particularly as it relates to French culture, politics, history and society, from the birth of cinema up to and including the New Wave. The course also introduces some analytical tools for the appreciation of film: film grammar and basic aspects of film theory.

*Prerequisite:* FTVMS 100 and 101, or 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

*Restriction:* FRENCH 339, 739

**FRENCH 241 15 Points****Reading French Literature**

Introducing students to a variety of critical approaches, this course aims to provide a basic literary framework through the analysis of selected texts representing a range of genres and periods. Taught in French.

*Prerequisite:* 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

**FRENCH 269 15 Points****French Language and Culture in Film and Literature**

A linguistic and cultural course taught entirely in French and designed to enhance students' aural, oral and written proficiency through the study of a series of recent films and literary texts that also shed light on important aspects of twentieth-century France.

*Prerequisite:* 15 points from FRENCH 100, 103, 200, 201, 202, 204, 304

*Corequisite:* FRENCH 204, 304 or 305

*Restriction:* FRENCH 129

**FRENCH 277 15 Points****French Study Abroad 2A**

Formal language study in an approved overseas institution where the language of instruction is French.

*Prerequisite:* Permission of Head of Department

**FRENCH 278 15 Points****French Study Abroad 2B**

Formal language study in an approved overseas

institution where the language of instruction is French.

*Prerequisite:* FRENCH 277 and permission of Head of Department

**FRENCH 279 15 Points****Special Topic**

*Prerequisite:* 15 points from FRENCH 100, 103, 129, 200, 201, 202, 204, 269, 304

**Stage III****FRENCH 304 15 Points****Advanced French Language 1**

Strengthens students' command of reading, writing, speaking and listening in French. Organised thematically and uses both textual and audiovisual material to introduce students to a range of communicative registers.

*Prerequisite:* FRENCH 100, 103, 201 or 204

*Restriction:* FRENCH 200, 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**FRENCH 305 15 Points****Advanced French Language 2**

Further extends students' French language skills through textual and audio-visual material, enabling them to attain a high level of oral and written proficiency.

*Prerequisite:* FRENCH 200, 202 or 304

*Restriction:* FRENCH 300, 301

**FRENCH 306 15 Points****Medieval French Language and Culture: Love and Laughter in the Middle Ages**

The main focus will be on language and literature, placing works in their historical and cultural contexts.

*Prerequisite:* FRENCH 200, 202 or 304

*Restriction:* FRENCH 706

**FRENCH 313 15 Points****Introduction to Modern France**

An introduction to society and culture in modern France. Topics include: religion and religious conflict, monarchy and court culture, the 'Age of Revolutions', urban culture and class relations, France during the World Wars, and legacies of decolonisation and immigration in present-day French culture. The course is taught in French.

*Prerequisite:* FRENCH 200, 202 or 304

*Restriction:* FRENCH 231

**FRENCH 314 15 Points****French Linguistics**

A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a foreign language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field. Taught in French.

*Prerequisite:* FRENCH 200, 202 or 304

*Restriction:* FRENCH 214

**FRENCH 320 15 Points****French Translation Practice**

A course for students wishing to develop skills in translation and to increase their proficiency in using French in a professional or business environment.

*Prerequisite:* FRENCH 200, 202 or 304

*Restriction:* FRENCH 720



<b>FRENCH 322</b> <b>Linguistic Study Abroad</b>	<b>15 Points</b>
A research project on a linguistics subject conducted in a French speaking country. <i>Prerequisite: FRENCH 200, 202, 300, or 304 and permission of Head of Department</i>	
<b>FRENCH 329</b> <b>The French-speaking World</b>	<b>15 Points</b>
A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific. Taught in French. <i>Prerequisite: FRENCH 200, 202 or 304</i> <i>Restriction: FRENCH 229</i>	
<b>FRENCH 331</b> <b>Special Study in French</b>	<b>15 Points</b>
A research project approved by the Head of Department. <i>Prerequisite: FRENCH 200 or 202 or 304</i>	
<b>FRENCH 339</b> <b>France on Screen: From Lumière to Godard</b>	<b>15 Points</b>
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. <i>Prerequisite: FRENCH 200 or 202 or 304, or 30 points from FTVMS 200–214, 216–219</i> <i>Restriction: FRENCH 239, 739</i>	
<b>FRENCH 341</b> <b>Panorama of the French Novel</b>	<b>15 Points</b>
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 Clèves</i> to the twentieth century experiments of the French 'new novelists'. Taught in French. <i>Prerequisite: FRENCH 200, 202 or 304</i> <i>Restriction: FRENCH 741</i>	
<b>FRENCH 349</b> <b>French Cinema Since the New Wave</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>Prerequisite: FRENCH 200 or 202 or 304, or 30 points from FTVMS 200–214, 216–219</i> <i>Restriction: FRENCH 749</i>	
<b>FRENCH 377</b> <b>French Study Abroad 3A</b>	<b>15 Points</b>
Formal language study in an approved overseas institution where the language of instruction is French. <i>Prerequisite: Permission of Head of Department</i>	
<b>FRENCH 378</b> <b>French Study Abroad 3B</b>	<b>15 Points</b>
Formal language study in an approved overseas institution where the language of instruction is French. <i>Prerequisite: FRENCH 377 and permission of Head of Department</i>	
<b>FRENCH 379</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: FRENCH 200 or 202 or 304</i>	

### Postgraduate 700 Level Courses

<b>FRENCH 701</b> <b>Special Topic in Old French: The Medieval Romance</b>	<b>30 Points</b>
The evolving medieval French romance with particular emphasis on the <i>Roman de la Rose</i> as the quintessential medieval study of human nature.	
<b>FRENCH 702</b> <b>Language Acquisition I</b>	<b>15 Points</b>
Advanced language practice in French, with emphasis on close-reading, textual summary and synthesis of aural and written texts, and oral presentations. French techniques of essay writing will be studied, and students will apply these in written assignments. <i>Prerequisite: FRENCH 305 or placement test and Departmental approval</i> <i>Restriction: FRENCH 700</i>	
<b>FRENCH 703</b> <b>Language Acquisition II</b>	<b>15 Points</b>
Advanced language practice in French, with emphasis on close-reading, textual summary and synthesis of aural and written texts, and oral presentations. French techniques of essay writing will be studied, and students will apply these in written assignments. <i>Prerequisite: FRENCH 702 or placement test and Departmental approval</i> <i>Restriction: FRENCH 700</i>	
<b>FRENCH 706</b> <b>Medieval French Literature and Culture: Love and Laughter in the Middle Ages</b>	<b>30 Points</b>
The main focus will be on language and literature, placing works in their historical and cultural contexts. <i>Restriction: FRENCH 306</i>	
<b>FRENCH 707</b> <b>Specialised French Translation 1</b>	<b>15 Points</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.	
<b>FRENCH 708</b> <b>Specialised French Translation 2</b>	<b>15 Points</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.	
<b>FRENCH 710</b>	<b>30 Points</b>
<b>FRENCH 710A</b>	<b>15 Points</b>
<b>FRENCH 710B</b> <b>Special Topic</b>	<b>15 Points</b>
<i>To complete this course students must enrol in FRENCH 710 A and B, or FRENCH 710</i>	
<b>FRENCH 711</b> <b>Special Topic: Theory and Text</b>	<b>15 Points</b>
Survey of the most important twentieth-century French literary critics and critical movements.	

<b>FRENCH 714</b> <b>Special Topic</b>	<b>15 Points</b>	Madame de Lafayette's <i>La Princesse de Clèves</i> to the twentieth century experiments of the French 'new novelists'.
<b>FRENCH 715</b> <b>Special Topic</b>	<b>15 Points</b>	<i>Restriction: FRENCH 341</i>
<b>FRENCH 717</b> <b>Advanced French Linguistics</b>	<b>30 Points</b>	<b>FRENCH 749</b> <b>French Cinema Since The New Wave</b> <b>30 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>FRENCH 720</b>	<b>30 Points</b>	<b>FRENCH 750</b> <b>15 Points</b>
<b>FRENCH 720A</b>	<b>15 Points</b>	<b>FRENCH 750A</b> <b>7.5 Points</b>
<b>FRENCH 720B</b>	<b>15 Points</b>	<b>FRENCH 750B</b> <b>7.5 Points</b>
<b>Advanced French Translation</b>		<b>Special Study</b> Supervised research on a topic or topics approved by the Head of Department. <i>To complete this course students must enrol in FRENCH 750 A and B, or FRENCH 750</i>
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 723</b>	<b>30 Points</b>	<b>FRENCH 751</b> <b>30 Points</b>
<b>FRENCH 723A</b>	<b>15 Points</b>	<b>FRENCH 751A</b> <b>15 Points</b>
<b>FRENCH 723B</b>	<b>15 Points</b>	<b>FRENCH 751B</b> <b>15 Points</b>
<b>20th Century Theatre</b>		<b>Special Study</b> Supervised research on a topic or topics approved by the Head of Department. <i>To complete this course students must enrol in FRENCH 751 A and B, or FRENCH 751</i>
Trends in French theatre from 1900 to the 1990s. Students will be expected to read widely in the broader field of French theatre. Prescribed texts will be analysed against the general background of the developments in twentieth century theatre. <i>To complete this course students must enrol in FRENCH 723 A and B, or FRENCH 723</i>		
<b>FRENCH 724</b>	<b>30 Points</b>	<b>FRENCH 752</b> <b>15 Points</b>
<b>Writing the Self: Autobiography from Montaigne to Duras</b>		<b>FRENCH 752A</b> <b>7.5 Points</b>
An investigation of the nature of autobiography from writers such as Rousseau, Sand, Gide, and Colette who constitute the French tradition, to the 'new autobiographies' of the 1980s and 1990s in France. The focus of the course will be on the contemporary period.		<b>FRENCH 752B</b> <b>7.5 Points</b>
<b>FRENCH 725</b>	<b>30 Points</b>	<b>Special Study</b> Supervised research on a topic or topics approved by the Head of Department. <i>To complete this course students must enrol in FRENCH 752 A and B, or FRENCH 752</i>
<b>FRENCH 725A</b>	<b>15 Points</b>	
<b>FRENCH 725B</b>	<b>15 Points</b>	<b>FRENCH 753</b> <b>30 Points</b>
<b>Special Topic</b>		<b>FRENCH 753A</b> <b>15 Points</b>
<i>To complete this course students must enrol in FRENCH 725 A and B, or FRENCH 725</i>		<b>FRENCH 753B</b> <b>15 Points</b>
<b>FRENCH 727</b>	<b>30 Points</b>	<b>Special Study</b> Supervised research on a topic or topics approved by the Head of Department. <i>To complete this course students must enrol in FRENCH 753 A and B, or FRENCH 753</i>
<b>Special Topic</b>		
<b>FRENCH 728</b>	<b>30 Points</b>	<b>FRENCH 777</b> <b>15 Points</b>
<b>Special Topic</b>		<b>Study Abroad</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 Head of French. Enrolment requires the approval of the Head of French.
<b>FRENCH 729</b>	<b>30 Points</b>	<b>FRENCH 778</b> <b>15 Points</b>
<b>Gender and Culture: Perspectives from the French-speaking World</b>		<b>Study Abroad</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 Head of French. Enrolment requires the approval of the Head of French.
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 741</b>	<b>30 Points</b>	
<b>Panorama of the French Novel</b>		
A study of the changing forms of the novel from the representations of the seventeenth century court in		

<b>FRENCH 785</b>	<b>45 Points</b>
<b>FRENCH 785A</b>	<b>22.5 Points</b>
<b>FRENCH 785B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in FRENCH 785 A and B, or FRENCH 785</i>	
<b>FRENCH 790</b>	<b>30 Points</b>
<b>FRENCH 790A</b>	<b>15 Points</b>
<b>FRENCH 790B</b>	<b>15 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in FRENCH 790 A and B, or FRENCH 790</i>	
<b>FRENCH 792</b>	<b>45 Points</b>
<b>FRENCH 792A</b>	<b>22.5 Points</b>
<b>FRENCH 792B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in FRENCH 792 A and B, or FRENCH 792</i>	
<b>FRENCH 793A</b>	<b>45 Points</b>
<b>FRENCH 793B</b>	<b>45 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in FRENCH 793 A and B</i>	
<b>FRENCH 796A</b>	<b>60 Points</b>
<b>FRENCH 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in FRENCH 796 A and B</i>	
<b>FRENCH 797A</b>	<b>60 Points</b>
<b>FRENCH 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>Prerequisite: A BA(Hons) in French with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in FRENCH 797 A and B</i>	

## German

### Stage I

<b>GERMAN 101</b>	<b>15 Points</b>
<b>GERMAN 101G</b>	<b>15 Points</b>
<b>German Language Introductory 1</b>	
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.	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>GERMAN 102</b>	<b>15 Points</b>
<b>German Language Introductory 2</b>	
Written and oral use of German. Assumes that students have passed GERMAN 101 or have at least 16 credits in NCEA Level 2 German.	
<i>Prerequisite: GERMAN 101 or Departmental approval required</i>	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>GERMAN 130</b>	<b>15 Points</b>
<b>Germany on Screen: Modern German Cultural History through Film</b>	
An introduction to modern German cinema from the 1950s to the present, particularly as it relates to the cultural, historical and social development of modern Germany.	
<i>Restriction: GERMAN 120</i>	

### Stage II

<b>GERMAN 200</b>	<b>15 Points</b>
<b>German Language Intermediate 1</b>	
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.	
<i>Prerequisite: GERMAN 102 or Departmental approval required</i>	
<i>Restriction: GERMAN 104. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>GERMAN 201</b>	<b>15 Points</b>
<b>German Language Intermediate 2</b>	
Written and oral use of German.	
<i>Prerequisite: GERMAN 104 or 200</i>	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>GERMAN 203</b>	<b>15 Points</b>
<b>German in Business</b>	
The study of German business texts and similar material, with the emphasis on reading comprehension.	
<i>Prerequisite: GERMAN 201</i>	
<i>Restriction: GERMAN 103</i>	
<b>GERMAN 210</b>	<b>15 Points</b>
<b>20th Century German Literature</b>	
Literary criticism of aspects of twentieth century drama, prose and/or poetry.	
<i>Prerequisite: GERMAN 104 or 200 and 15 points from GERMAN 110, 120, 130</i>	
<b>GERMAN 211</b>	<b>15 Points</b>
<b>Contemporary Literature</b>	
Literary criticism of selected works of contemporary German literature.	
<i>Prerequisite: GERMAN 104 or 200 and 15 points from GERMAN 110, 120, 130</i>	
<b>GERMAN 212</b>	<b>15 Points</b>
<b>Special Study in German</b>	
A topic arranged and approved by the Head of Department.	
<i>Prerequisite: Departmental approval required</i>	
<b>GERMAN 230</b>	<b>15 Points</b>
<b>German Cinema from Murnau to Riefenstahl</b>	
A close analysis of a number of films from the Weimar Republic and the Third Reich seen against the political and social upheavals of the time.	
<i>Prerequisite: Any 30 points passed in BA courses</i>	
<i>Restriction: GERMAN 120</i>	
<b>GERMAN 277</b>	<b>15 Points</b>
<b>German Study Abroad 2A</b>	
Course taken at an approved academic institution abroad.	
<i>Prerequisite: Departmental approval required</i>	



<b>GERMAN 278</b> <b>German Study Abroad 2B</b> Course taken at an approved academic institution abroad. <i>Prerequisite: GERMAN 277 and Departmental approval required</i>	<b>15 Points</b>	<b>GERMAN 311</b> <b>Modern German Classics</b> Literary criticism of selected major works of modern German literature. <i>Prerequisite: GERMAN 210 or 211, and 201</i>	<b>15 Points</b>
<b>GERMAN 290</b> <b>Special Topic</b>	<b>15 Points</b>	<b>GERMAN 312</b> <b>Directed Reading and Research</b> Supervised research projects. <i>Prerequisite: Permission of Head of Department</i>	<b>15 Points</b>
<b>GERMAN 291</b> <b>The German Connection with New Zealand</b> 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. <i>Prerequisite: GERMAN 104 or 200</i> <i>Restriction: GERMAN 391</i>	<b>15 Points</b>	<b>GERMAN 377</b> <b>German Study Abroad 3A</b> Course taken at an approved academic institution abroad. <i>Prerequisite: Departmental approval required</i>	<b>15 Points</b>
<b>Stage III</b>		<b>GERMAN 378</b> <b>German Study Abroad 3B</b> Course taken at an approved academic institution abroad. <i>Prerequisite: GERMAN 377 and Departmental approval required</i>	<b>15 Points</b>
<b>GERMAN 301</b> <b>German Language Advanced 1</b> Written and oral use of German. <i>Prerequisite: GERMAN 201, 203</i> <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>GERMAN 390</b> <b>Sprachpraktikum</b> The Sprachpraktikum will introduce methodologies and methods for teaching German language acquisition. <i>Prerequisite: GERMAN 301</i>	<b>15 Points</b>
<b>GERMAN 302</b> <b>German Language Advanced 2</b> Written and oral use of German. <i>Prerequisite: GERMAN 301</i>	<b>15 Points</b>	<b>GERMAN 391</b> <b>The German Connection with New Zealand</b> 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. <i>Prerequisite: GERMAN 201</i> <i>Restriction: GERMAN 291</i>	<b>15 Points</b>
<b>GERMAN 303</b> <b>Special Topic: Schreiben nach der Wende</b> 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. <i>Prerequisite: GERMAN 201</i>	<b>15 Points</b>	<b>GERMAN 392</b> <b>Special Topic</b> <i>Prerequisite: GERMAN 201</i>	<b>15 Points</b>
<b>GERMAN 305</b> <b>Translation</b> 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. <i>Prerequisite: GERMAN 301</i> <i>Restriction: 205.705</i>	<b>15 Points</b>	<b>GERMAN 393</b> <b>Special Topic: Karl Wolfskehl's Späte Dichtungen</b> An examination of Karl Wolfskehl's poems from <i>Die Stimme spricht</i> (1934/1947) and the cycle <i>Hiob oder Die Vier Spiegel</i> (1944/1950), which will also look at Wolfskehl's friendships with New Zealand writers such as Frank Sargeson, R.A.K. Fairburn and Denis Glover, giving a unique insight into the Auckland literary scene in the 1940s. <i>Prerequisite: GERMAN 201</i> <i>Restriction: GERMAN 728</i>	<b>15 Points</b>
<b>GERMAN 306</b> <b>Language Acquisition C1</b> Offers language tuition in the German language on the C1 level of the European Reference Framework for language acquisition courses. <i>Prerequisite: GERMAN 302</i> <i>Restriction: GERMAN 701</i>	<b>15 Points</b>	<b>GERMAN 394</b> <b>Special Topic</b> <i>Prerequisite: GERMAN 201</i>	<b>15 Points</b>
<b>GERMAN 310</b> <b>Classicism, Romanticism, Realism</b> Literary criticism of selected major works of German literature of the eighteenth and nineteenth centuries. <i>Prerequisite: GERMAN 210 or 211, and 201</i>	<b>15 Points</b>	<b>Postgraduate 700 Level Courses</b>	
		<b>GERMAN 701A</b>	<b>15 Points</b>
		<b>GERMAN 701B</b>	<b>15 Points</b>
		<b>Language Acquisition</b> An advanced study of oral and written use of German, including its use in literature and the media; composition, conversation, comprehension, translation and oral presentation. <i>Prerequisite: GERMAN 301</i> <i>To complete this course students must enrol in GERMAN 701 A and B</i>	

<b>GERMAN 702</b> <b>Language Acquisition (GDS)</b> An advanced study of oral and written use of German which specifically prepares students for participation in the exam for <i>Deutsches Sprachdiplom</i> offered by the Goethe Institute in conjunction with the University of Munich. <i>Prerequisite: GERMAN 701</i>	<b>15 Points</b>
<b>GERMAN 711</b> <b>The Age of Goethe</b> A study of selected works covering aspects of the Enlightenment, Classicism and Romanticism.	<b>15 Points</b>
<b>GERMAN 714</b> <b>Post-War German Prose</b> A literary analysis of prose works by prominent post-War German authors.	<b>15 Points</b>
<b>GERMAN 715</b> <b>20th Century German Poetry</b> A study of German poetry in the twentieth century.	<b>15 Points</b>
<b>GERMAN 716</b> <b>Literature and Film</b> A study of novels and their adaptations into films by, or with the collaboration of, their authors.	<b>15 Points</b>
<b>GERMAN 717</b> <b>20th Century Women Writers</b> A study of key works, major trends and topics in modern German writing by women.	<b>15 Points</b>
<b>GERMAN 720</b> <b>Special Topic: Fontane</b> A close reading analysis of Theodor Fontane's novels with special reference to two of the following: <i>Schach von Wuthenow</i> , <i>Irrungen, Wirrungen</i> , <i>Effi Briest</i> , <i>Frau Jenny Treibel</i> , <i>Der Stechlin</i> .	<b>15 Points</b>
<b>GERMAN 721</b> <b>Special Topic in Germanic Studies</b> An academic topic arranged and approved by the Head of Department. <i>Restriction: GERMAN 391</i>	<b>15 Points</b>
<b>GERMAN 722</b> <b>Goethe: Faust</b> An in-depth study of Goethe's drama <i>Faust</i> .	<b>15 Points</b>
<b>GERMAN 724</b> <b>The Contemporary Novel</b> A literary analysis of representative contemporary German novels.	<b>15 Points</b>
<b>GERMAN 725</b> <b>Fontane: Effi Briest as Novel and Film</b> An in-depth comparative analysis of Fontane's novel <i>Effi Briest</i> and the five film versions by Grundgens, Jugert, Luderer, Fassbinder and Huntgeburth.	<b>15 Points</b>
<b>GERMAN 726</b> <b>Thomas Mann: The Early Works</b> A study of the background to and a textual analysis of selected early works by Thomas Mann.	<b>15 Points</b>
<b>GERMAN 727</b> <b>Thomas Mann: The Later Works</b> A study of the background to and a textual analysis of selected later works by Thomas Mann.	<b>15 Points</b>
<b>GERMAN 728</b> <b>Special Topic: Karl Wolfskehl's Späte Dichtungen</b> An examination of Karl Wolfskehl's poems from <i>Die Stimme spricht</i> (1934/1947) and the cycle <i>Hiob oder</i>	<b>15 Points</b>

*Die Vier Spiegel* (1944/1950), which will also look at Wolfskehl's friendships with New Zealand writers such as Frank Sargeson, R.A.K. Fairburn and Denis Glover, giving a unique insight into the Auckland literary scene in the 1940s.

*Restriction: GERMAN 393*

<b>GERMAN 729</b> <b>Special Topic in Germanic Studies</b> An academic topic arranged and approved by the Head of Department.	<b>15 Points</b>
<b>GERMAN 731</b> <b>Special Topic</b>	<b>30 Points</b>
<b>GERMAN 732</b> <b>Special Topic</b>	<b>30 Points</b>
<b>GERMAN 735</b> <b>Special Topic in German Linguistics</b> An academic topic arranged and approved by the Head of Department.	<b>15 Points</b>
<b>GERMAN 740</b>	<b>30 Points</b>
<b>GERMAN 740A</b>	<b>15 Points</b>
<b>GERMAN 740B</b> <b>Advanced German Translation Practice</b> The focus is on further developing the translator's competence. The materials students will translate will be a wide variety of texts which one could actually expect to be translated into English and German with a specific user in mind. Emphasis is on longer texts which may require subject knowledge and terminology research. <i>Restriction: GERMAN 305</i> <i>To complete this course students must enrol in GERMAN 740 A and B, or GERMAN 740</i>	<b>15 Points</b>
<b>GERMAN 741</b>	<b>30 Points</b>
<b>GERMAN 741A</b>	<b>15 Points</b>
<b>GERMAN 741B</b> <b>German Translation Project</b> 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. <i>Prerequisite: GERMAN 740</i> <i>To complete this course students must enrol in GERMAN 741 A and B, or GERMAN 741</i>	<b>15 Points</b>
<b>GERMAN 750</b> <b>Special Study</b> Supervised research essays on a topic or topics approved by the Head of Department. <i>Prerequisite: Permission of Head of Department</i>	<b>15 Points</b>
<b>GERMAN 751</b> <b>Special Study</b> Supervised research essays on a topic or topics approved by the Head of Department. <i>Prerequisite: Permission of Head of Department</i>	<b>30 Points</b>
<b>GERMAN 777</b> <b>Study Abroad</b> Formal study in an approved overseas university where the language of instruction is German. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of German. Enrolment requires the approval of the Head of German.	<b>15 Points</b>



<b>GERMAN 778</b> <b>Study Abroad</b>	<b>15 Points</b>
Formal study in an approved overseas university where the language of instruction is German. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of German. Enrolment requires the approval of the Head of German.	
<b>GERMAN 780</b>	<b>30 Points</b>
<b>GERMAN 780A</b>	<b>15 Points</b>
<b>GERMAN 780B</b> <b>Dissertation</b>	<b>15 Points</b>
To complete this course students must enrol in GERMAN 780 A and B, or GERMAN 780	
<b>GERMAN 792</b>	<b>45 Points</b>
<b>GERMAN 792A</b>	<b>22.5 Points</b>
<b>GERMAN 792B</b> <b>Dissertation</b>	<b>22.5 Points</b>
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	
<b>GERMAN 793A</b>	<b>45 Points</b>
<b>GERMAN 793B</b> <b>Thesis</b>	<b>45 Points</b>
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	
<b>GERMAN 796A</b>	<b>60 Points</b>
<b>GERMAN 796B</b> <b>Thesis</b>	<b>60 Points</b>
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	
<b>GERMAN 797A</b>	<b>60 Points</b>
<b>GERMAN 797B</b> <b>Research Portfolio</b>	<b>60 Points</b>
Prerequisite: A BA(Hons) in German with at least Second Class Honours, First Division, or equivalent To complete this course students must enrol in GERMAN 797 A and B	

## Greek

### Stage I

<b>GREEK 100</b> <b>Introduction to Ancient Greek Language 1</b>	<b>15 Points</b>
A beginner's course in the grammar and vocabulary of Ancient Greek. Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed	
<b>GREEK 101</b> <b>Introduction to Ancient Greek Language 2</b>	<b>15 Points</b>
An advancing beginner's course in the grammar and vocabulary of Ancient Greek. Prerequisite: GREEK 100 or Departmental approval required Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed	

### Stage II

<b>GREEK 200</b> <b>Ancient Greek Language Acquisition: Intermediate</b>	<b>15 Points</b>
The analysis and description of Ancient Greek grammar, practice in the translation of Ancient Greek to and from English, vocabulary acquisition. Prerequisite: GREEK 101 Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed	
<b>GREEK 201</b> <b>Ancient Greek Literary Texts 2A</b>	<b>15 Points</b>
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities. Prerequisite: GREEK 101	
<b>GREEK 202</b> <b>Ancient Greek Literary Texts 2B</b>	<b>15 Points</b>
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities. Prerequisite: GREEK 101	
<b>GREEK 203</b> <b>Ancient Greek Literary Texts 2C</b>	<b>15 Points</b>
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities. Prerequisite: GREEK 101	
<b>GREEK 204</b> <b>Ancient Greek Literary Texts 2D</b>	<b>15 Points</b>
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities. Prerequisite: GREEK 101	

### Stage III

<b>GREEK 300</b> <b>Advanced Language Study Part 1</b>	<b>15 Points</b>
A study of the structure and use of the ancient Greek language including the use of non-Attic Greek. Prerequisite: GREEK 200 and either GREEK 201 or 202	
<b>GREEK 301</b> <b>Ancient Greek Literary Texts 3A</b>	<b>15 Points</b>
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	
<b>GREEK 302</b> <b>Ancient Greek Literary Texts 3B</b>	<b>15 Points</b>
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	
<b>GREEK 305</b> <b>Special Topic</b>	<b>15 Points</b>
Prerequisite: GREEK 200 and either GREEK 201 or 202	

**GREEK 310** 15 Points  
**Advanced Language Study Part 2**  
 An advanced analytical study of Greek; translation.  
*Prerequisite: GREEK 200, and either GREEK 201 or 202*

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**Postgraduate 700 Level Courses**

**GREEK 702** 30 Points

**GREEK 702A** 15 Points

**GREEK 702B** 15 Points

**Greek Poetry 1**

Entire works or selected passages of Greek poetry will be set for translation and explanation.

*To complete this course students must enrol in GREEK 702 A and B, or GREEK 702*

**GREEK 703A** 15 Points

**GREEK 703B** 15 Points

**Greek Prose Authors 1**

Entire works or selected passages of Greek prose will be set for translation and explanation.

*To complete this course students must enrol in GREEK 703 A and B*

**GREEK 705A** 15 Points

**GREEK 705B** 15 Points

**Special Topic**

*To complete this course students must enrol in GREEK 705 A and B*

**GREEK 706** 15 Points

**Research Essays in Greek**

Directed research on subjects related to other courses taken by the student in Greek.

**GREEK 707** 30 Points

**GREEK 707A** 15 Points

**GREEK 707B** 15 Points

**Selected Greek Texts 1**

Selected texts will be set for translation and explanation.

*To complete this course students must enrol in GREEK 707 A and B, or GREEK 707*

**GREEK 708** 30 Points

**Selected Greek Texts 2**

Selected texts will be set for translation and explanation.

**GREEK 709** 30 Points

**Special Topic**

**GREEK 710** 15 Points

**Greek Language Study 1**

A study of the Greek language involving any or all of the following: translation into Greek, grammatical, syntactical and stylistic analysis of passages of Greek prose and/or verse.

*Restriction: GREEK 701*

**GREEK 711** 15 Points

**Greek Language Study 2**

A study of the Greek language involving any or all of the following: translation into Greek, grammatical, syntactical and stylistic analysis of passages of Greek prose and/or verse.

*Restriction: GREEK 701*

**GREEK 712A** 15 Points

**GREEK 712B** 15 Points

**Greek Poetry 2**

Entire works or selected passages of Greek poetry will be set for translation and explanation.

*To complete this course students must enrol in GREEK 712 A and B*

**GREEK 713A** 15 Points

**GREEK 713B** 15 Points

**Greek Prose Authors 2**

Entire works or selected passages of Greek prose will be set for translation and explanation.

*To complete this course students must enrol in GREEK 713 A and B*

**GREEK 714** 15 Points

**Unprepared Translation 1**

Passages of Greek will be set for translation into English.

*Restriction: GREEK 700*

**GREEK 715** 15 Points

**Unprepared Translation 2**

Passages of Greek will be set for translation into English.

*Restriction: GREEK 700*

**GREEK 716** 15 Points

**Special Topic**

**GREEK 717** 15 Points

**Special Topic**

**GREEK 718** 15 Points

**Special Topic**

**GREEK 720** 15 Points

**Research Essay**

**GREEK 727** 15 Points

**Special Study**

Directed reading and individual study on a topic approved by the Head of Department or Graduate Adviser.

**GREEK 790A** 15 Points

**GREEK 790B** 15 Points

**Dissertation**

*To complete this course students must enrol in GREEK 790 A and B*

**GREEK 792** 45 Points

**GREEK 792A** 22.5 Points

**GREEK 792B** 22.5 Points

**Dissertation**

*To complete this course students must enrol in GREEK 792 A and B, or GREEK 792*

**GREEK 794A** 45 Points

**GREEK 794B** 45 Points

**Thesis**

*Prerequisite: A BA(Hons) in Greek with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in GREEK 794 A and B*

**GREEK 796A** 60 Points

**GREEK 796B** 60 Points

**Thesis**

*Prerequisite: A BA(Hons) in Greek with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in GREEK 796 A and B*

**GREEK 797A** 60 Points  
**GREEK 797B** 60 Points  
**Research Portfolio**  
 To complete this course students must enrol in GREEK 797 A and B

## History

### Foundation Courses

**HISTORY 91F** 15 Points  
**Foundation History 1**  
 Survey of New Zealand history primarily since 1769, with particular emphasis on the interaction between the European world and the indigenous tribes. Skills training in reading for meaning, critical analysis, essay writing and computer word processing.  
*Restriction: HISTORY 91W*

**HISTORY 92F** 15 Points  
**Foundation History 2**  
 Survey of New Zealand social history from 1870 to the end of World War II. Themes and topics include Māori strategies of survival, Vogel, the Liberals, women, work and the labour movement, war, the Depression and the first Labour Government. Refinement of skills introduced in HISTORY 91F, especially researching a topic and the formulation and presentation of balanced and substantiated argument.  
*Restriction: HISTORY 92W*

### Preparatory Courses

**HISTORY 91P** 15 Points  
**Preparatory History 1**  
 Survey of New Zealand history primarily since 1769, with particular emphasis on the interaction between the European world and the indigenous tribes. Skills training in reading for meaning, critical analysis, essay writing and computer word processing.  
*Restriction: HISTORY 91F, 91W*

### Stage I

**HISTORY 102** 15 Points  
**Sexual Histories: Western Sexualities from Medieval to Modern Times**  
 The shifting meanings, languages and practices of hetero- and homosexualities using examples from the USA and Europe. Topics include: origins and development in early Christian ideologies, images of the body, gender, reproduction and marriage in sexuality, homosexual identities, Victorian ideologies and behaviour, changing discourses of pornography, the modern privileging of sex and the impact of AIDS.

**HISTORY 103** 15 Points

**HISTORY 103G** 15 Points  
**Global History**  
 It is only since the fifteenth century that a truly global dimension to history can be identified. This course examines key determinants that have bound the fate of peoples together including the emergence of world trade networks, the growth of world religions, the spread of epidemic diseases, the formation of empires, and the migration of peoples across continents.

**HISTORY 104** 15 Points  
**Pacific History: An Introduction**  
 A survey of the history of the Pacific Islands from 1800 to the present. Includes responses, adaptations and

transformations within the islands, and will focus on their interaction with the wider world.

**HISTORY 106** 15 Points  
**Europe Transformed: Pre-modern to the Present**  
 A broadly chronological introduction to Europe since the late Middle Ages (c. 1450 CE) that also offers a thematic approach to the study of European history. Topics include the rise of the modern state, the history of 'everyday life' and gender relations, the nature of popular culture(s), the impact of revolutions (political, social and intellectual) and the rise and decline of European imperialism.  
*Restriction: HISTORY 109, 110*

**HISTORY 107** 15 Points  
**Rethinking New Zealand History**  
 A wide-ranging introduction to New Zealand's past emphasising the contested and contestable turning points that define its history. A broad range of nineteenth and twentieth century topics will be canvassed using insights drawn from political, economic, social and cultural history.  
*Restriction: HISTORY 122, 123*

**HISTORY 108** 15 Points  
**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*

**HISTORY 111** 15 Points  
**Racial Histories**  
 Explores the historical construction of 'race' in New Zealand and abroad, asking how claims and assumptions about 'racial' difference among different peoples have structured systems of inequality, past and present. Topics include changing understandings of race and ethnicity, culture and identity, politics and policy in the context of colonial expansion, immigration, urbanisation, economic/labour systems and citizenship struggles after 1600.

**HISTORY 125** 15 Points  
**War, Peace and Society**  
 A thematic introduction to the history of warfare and its impact on societies in a global setting; a broad overview with a focus on particular case studies.

**HISTORY 189** 10 Points  
**Topics in History**  
 Selected topics in History designed as a short credit course for exchange students coming to New Zealand. This course is only available to inbound exchange students.  
*Prerequisite: Permission of Head of Department*

### Stage II

**HISTORY 206** 15 Points  
**Making Sex: Modern Histories of Sex**  
 The terms heterosexual, homosexual, bisexual, sadist, masochist – indeed sexuality itself – all date from the nineteenth century, the era of sexology. Using examples from the USA and Europe, this course explores the formation of modern sexualities in the period from the nineteenth century onwards, with particular focus on the construction of homosexual



and heterosexual identities and the modern privileging of sex.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130

*Restriction:* HISTORY 306

### **HISTORY 207**

**15 Points**

#### **History of Modern Germany**

Some historians describe the history of modern Germany as a *Sonderweg* (special path), distinctively German, uniquely devastating and decidedly controversial. This course analyses whether this conceptualisation is appropriate in the context of European history from 1848 to today. Themes include: revolution, unification and partition; the Kaiserreich in war and peace; Weimar democracy; Nazi Germany; and the Cold War.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130

*Restriction:* HISTORY 235, 307

### **HISTORY 208**

**15 Points**

#### **African-American Freedom Struggles: USA 1900-2000**

An examination of the experience of African Americans during the 'long civil rights movement' of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 308

### **HISTORY 210**

**15 Points**

#### **Health, Medicine and Society**

Examines the rise of modern Western medicine since 1850 and its impact on public health, with a particular emphasis on Britain and its colonies.

*Prerequisite:* 30 points at Stage I in History or Social Science for Public Health, or any 60 points passed, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 367

### **HISTORY 211**

**15 Points**

#### **Darwin's England**

Examines the political, social, and intellectual transformations of the Victorian era. Particular attention is given to religious beliefs and institutions, and to the changing position of science in Victorian culture.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 311, 361

### **HISTORY 213**

**15 Points**

#### **Mao Zedong, Revolution and China**

The background to the career of Mao Zedong, the development of his power within the Chinese Communist Party, the entrenchment of Mao Zedong thought as Party orthodoxy, the issue of 'Maoism' and Mao's activities in the People's Republic, including his role in the Cultural Revolution.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130, or CHINESE 130 and ASIAN 100

*Restriction:* HISTORY 313

### **HISTORY 214**

**15 Points**

#### **Early Modern England: A Social and Cultural History**

An investigation of the domains of belief and behaviour in the everyday lives of the rural and urban communities of England, 1550-1750. Topics include

social and gender divisions, family and community, sexualities, orality, literacy and print, religion, witchcraft, death and disease, the role of ritual, order and the law, and concepts of race.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130

*Restriction:* HISTORY 215, 314, 336, 337

### **HISTORY 216**

**15 Points**

#### **New Zealand Social History: Whānau, Family, Sex**

An introduction to the social history of Māori and Pākehā New Zealanders focussing on family relations and sexuality. Topics include Māori and Pākehā families in the colonial era, changing nineteenth and twentieth century courtship practices and family structures, state interventions in family life, attitudes to contraception, abortion, pornography and pleasure.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 218, 316

### **HISTORY 217**

**15 Points**

#### **Nazi Germany and its Legacies**

An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler's foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130

*Restriction:* HISTORY 317

### **HISTORY 219**

**15 Points**

#### **Medieval Mentalities, Western Europe c.1100-1500**

An introduction to the social, cultural and economic history of the high and later Middle Ages, with a thematic emphasis on the history of mentalities. Topics include: social and economic structures and their change over time, power and authority, learning, religion, family, the Black Death and popular dissent.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130, or 30 points from ANCHIST 100, 102, 103

*Restriction:* HISTORY 319

### **HISTORY 222**

**15 Points**

#### **Late Imperial China**

The social, political and economic structure of the final period of the Chinese empire, and the practice of imperial government under the native (Ming) and foreign (Qing) rulers, between 1368 and c. 1830. China's relations with the outside world and the development of its cultural heritage.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from ASIAN 100, MĀORI 130, CHINESE 130

*Restriction:* HISTORY 322

### **HISTORY 223**

**15 Points**

#### **Settler Societies**

Explores the formation, development and cultural construction of European settler societies and their interactions with non-European peoples. It attempts trans-national understandings of issues in economic, social, cultural and ethnic history, and examines the relationships of settler societies with empire, post-colonialism, and globalisation. Anglophone societies are emphasised, but Spanish, Portuguese,

French, Dutch and Russian settler societies are also considered.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130  
*Restriction:* HISTORY 323

### **HISTORY 224 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:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130  
*Restriction:* HISTORY 324

### **HISTORY 227 15 Points**

#### **Waitangi: Treaty to Tribunal**

A history of the Treaty of Waitangi and the Waitangi Tribunal. The course explores changing understandings of the Treaty and its role in New Zealand society and history since 1840. The establishment of the Waitangi Tribunal in 1975, the development of its work, and the historical and contemporary claims brought before it will also be studied.

*Prerequisite:* 30 points at Stage I in History or 15 points at Stage I in History and MĀORI 130 or 15 points at Stage I in Māori Studies and MĀORI 130 or 15 points at Stage I in History and 15 points at Stage I in Political Studies or 30 points at Stage I in Political Studies  
*Restriction:* 216.351, HISTORY 327

### **HISTORY 228 15 Points**

#### **Who Built America?: Working People's History of the USA**

A survey of the USA since the Early Republic from 'the bottom up'. Challenging traditional narratives, it examines the experiences of working people and how they have shaped (and been shaped by) politics, culture, and economic development. Themes include matters of class, gender, and race; slavery; industrialisation and deindustrialisation; labour conflict and organisation; culture and community; and politics and state.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130  
*Restriction:* HISTORY 328

### **HISTORY 230 15 Points**

#### **Exploration of the Pacific**

European exploration of the Pacific and theories on the origin and migrations of Polynesians, including Māori voyages to New Zealand.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from ASIAN 100, PACIFIC 100, 101, 105, MĀORI 130  
*Restriction:* HISTORY 330

### **HISTORY 231 15 Points**

#### **Latin America in World History**

Explores the interplay between regional and global history. The first part periodises Latin American history into eras, in order to assess the evolution of this region's engagement with outside influences. The second part selects themes where Latin American experiences can be viewed as paradigms of broader

global phenomena. The third focuses on Latin America's engagement with other 'worlds'.

*Prerequisite:* 30 points at Stage I in History, or SPANISH 103, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130  
*Restriction:* HISTORY 331

### **HISTORY 233 15 Points**

#### **Australian History Since 1788**

A survey of the history of Australia from European occupation to the present. It focuses on the lives and experiences of ordinary Australians, as well as providing an overview of the major political and economic developments across two centuries.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130  
*Restriction:* HISTORY 333

### **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:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130  
*Restriction:* HISTORY 341

### **HISTORY 242 15 Points**

#### **Early Modern Japan 1600-1868**

Explores the social, economic, and political tensions within Early Modern Japan, with an emphasis on the dynamics of the social status system. Topics include the political landscape, the outlawing of Christianity, urban and rural cultures, anti-foreignism and relations with the West, and the nineteenth-century crisis that pushed Japan towards a new modernity.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130 or JAPANESE 150  
*Restriction:* HISTORY 342

### **HISTORY 243 15 Points**

#### **Body and Blood: Religious Cultures and Conflicts c. 50-1650**

An introduction to Christianity, Islam and Judaism in the late antique and medieval periods and the conflicts which shaped them. It examines the roots of Christian and Muslim religious thinking, their interaction with Jewish and Pagan traditions, the Crusades, anti-Semitism, heresy, schisms within Christianity and the Reformation.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from ANCHIST 103, EUROPEAN 100, ASIAN 100, MĀORI 130  
*Restriction:* HISTORY 356

### **HISTORY 244 15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

### **HISTORY 245 15 Points**

#### **Anglo-Dutch Early Modernity**

Examines the creation and entanglement of these two neighbouring European states between 1550 and 1750. Assesses the contribution made by their interaction – in relation to geography, economy, culture, religion, politics, ideology and empire – to a transition to modernity of global importance.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130  
*Restriction:* HISTORY 345



**HISTORY 248 15 Points****America's Wars in Asia**

An examination of the troubled relationship between Asia and the USA, in the context of wider historical developments. The course and causes of many of these conflicts have long been forgotten or are purposefully disregarded by most Americans, yet for many of the peoples of Eastern Asia they proved decisive moments in the birth of their nationhood.

*Prerequisite:* 30 points at Stage I in History or Asian Studies, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 348

**HISTORY 251 15 Points****Pacific History: Culture Contact to About 1900**

The relations between Pacific Islanders and Europeans (explorers, travellers and missionaries) up to the colonial period.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from ASIAN 100, PACIFIC 100, 101, 105, MĀORI 130

*Restriction:* HISTORY 315, 351

**HISTORY 252 15 Points****Snapshots: New Zealand Cultural History**

An introduction to changing ideas about New Zealand and New Zealand culture from colonial times to the present considering, among other topics, the history of exploration and travel, the iconography of the nation, public and private commemorations and celebrations, the history of the body and the commercialisation of leisure.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 352

**HISTORY 254 15 Points****Barbarians: Antiquity to Vikings**

Examines barbarians in Europe from antiquity to the early middle ages. Considers the origins and function of the concept of the barbarian and modern approaches to writing their history, including archaeology. Texts to be studied include Tacitus, Gregory of Tours, Bede and the Icelandic Sagas.

*Prerequisite:* 30 points at Stage I in History, or 90 points passed, including 15 points in History, ASIAN 100, Ancient History or Classical Studies

*Restriction:* HISTORY 354

**HISTORY 257 15 Points****Making Modern America 1877-1924**

A survey of the United States from the end of Reconstruction through the First World War that evaluates the role of ordinary people as well as influential figures. Themes include industrialisation; labour conflict and organisation; segregation; reform; literary and intellectual movements; popular culture; imperialism; politics and the state.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 357

**HISTORY 258 15 Points****Special Topic**

*Restriction:* HISTORY 358

**HISTORY 259 15 Points****Special Topic****HISTORY 260 15 Points****The Māori 20th Century**

Wide ranging study of Māori in the twentieth century exploring a variety of topics and themes including:

studies and sources of Māori history; Māori and the state; war, work, church and leisure; resistance, protest and advocacy; rural and urban communities; organisations and leadership; mana wahine; and race relations in New Zealand.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 360

**HISTORY 262 15 Points****Social Welfare in New Zealand, 1840-2000**

Investigates the changing nature of social welfare, both state and voluntary, in New Zealand society from 1840 to 2000. It addresses reasons why certain concerns were at the forefront of public and political attention at different times. The course examines assumptions about women, Māori, as well as unemployed, poor and sick people that underlay welfare provision through time.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 362

**HISTORY 264 15 Points****Hollywood's America: History Through Film**

Examination of Hollywood feature film as cultural artefacts of twentieth-century USA and historical interpretations of the American past, using techniques of historical analysis and film criticism.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and either ASIAN 100 or MĀORI 130

*Restriction:* HISTORY 364

**HISTORY 265 15 Points****Ireland since 1798**

Surveys the history of Ireland from the United Irish rising of 1798. Topics include: the passing of the Act of the Union, the Great Famine, the Irish economy in the nineteenth and twentieth centuries, emigration from Ireland, nationalism in Ireland and the emergence of an independent Irish state.

*Prerequisite:* 30 points at Stage I in History, or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130

*Restriction:* HISTORY 365

**HISTORY 268 15 Points****Norman Conquests, Norman Voices, c. 900-1215**

Focusing on a range of primary sources produced by the conquerors of England and parts of the Mediterranean world, the course examines the achievements and self-perception of the Normans from the tenth to thirteenth centuries. It will consider the historical context of several artefacts of enduring interest, including the Bayeux Tapestry, Domesday Book and Magna Carta.

*Prerequisite:* 30 points at Stage I in History or 15 points at Stage I in History and 15 points from EUROPEAN 100, ASIAN 100, MĀORI 130, ANCHIST 100-103

*Restriction:* HISTORY 368

**HISTORY 269 15 Points****Scientific New Zealand**

Examines the place of science in New Zealand as a cultural, a colonising and an economic activity from early European settlement in the early nineteenth century to the commercialisation of science and genetic engineering in the late twentieth century.

*Prerequisite:* 30 points at Stage I in History or 15 points at Stage I in History and MĀORI 130 or any 120 points passed

*Restriction:* HISTORY 369

## HISTORY 270 15 Points

### Special Topic

#### Stage III

### HISTORY 300 15 Points

#### Major Problems in Historical Method

A course designed to help students majoring in History engage with some of the challenges of the discipline as currently practised. Topics include: post-structuralism and history, gender and history, the nature of historical memory and the impact of non-Western perspectives on the discipline.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

### HISTORY 306 15 Points

#### Making Sex: Modern Histories of Sex

The terms heterosexual, homosexual, bisexual, sadist, masochist – indeed sexuality itself – all date from the nineteenth century, the era of sexology. Using examples from the USA and Europe, this course explores the formation of modern sexualities in the period from the nineteenth century onwards, with particular focus on the construction of homosexual and heterosexual identities and the modern privileging of sex.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 206

### HISTORY 307 15 Points

#### History of Modern Germany

Some historians describe the history of modern Germany as a *Sonderweg* (special path), distinctively German, uniquely devastating and decidedly controversial. This course analyses whether this conceptualisation is appropriate in the context of European history from 1848 to today. Themes include: revolution, unification and partition; the Kaiserreich in war and peace; Weimar democracy; Nazi Germany; and the Cold War.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 207, 235

### HISTORY 308 15 Points

#### African-American Freedom Struggles: USA 1900-2000

An examination of the experience of African Americans during the 'long civil rights movement' of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges. Attention will also be given to the 'long civil rights movement' in historiography and popular memory.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 208

### HISTORY 311 15 Points

#### Darwin's England

Examines the political, social, and intellectual transformations of the Victorian era. Particular attention is given to religious beliefs and institutions, and to the changing position of science in Victorian culture. Students will be guided through the writing of a research essay.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 211, 361

## HISTORY 313 15 Points

### Mao Zedong, Revolution and China

The background to the career of Mao Zedong, the development of his power within the Chinese Communist Party, the entrenchment of Mao Zedong thought as Party orthodoxy, the issue of 'Maoism' and Mao's activities in the People's Republic, including his role in the Cultural Revolution.

*Prerequisite:* 30 points at Stage II in History, or HISTORY 222 and CHINESE 201, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 213

### HISTORY 314 15 Points

#### Early Modern England: A Social and Cultural History

An investigation of the domains of belief and behaviour in the everyday lives of the rural and urban communities of England, 1550-1750. Topics include social and gender divisions, family and community, sexualities, orality, literacy and print, religion, witchcraft, death and disease, the role of ritual, order and the law, and concepts of race.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 214, 215, 336, 337

### HISTORY 316 15 Points

#### New Zealand Social History: Whānau, Family, Sex

An in-depth examination of the social history of Māori and Pākehā New Zealanders through the lens of family relations and sexuality. Topics include Māori and Pākehā families in the colonial era, changing nineteenth and twentieth century courtship practices and family structures, state interventions in family life, attitudes to contraception, abortion, pornography and pleasure.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 216, 218

### HISTORY 317 15 Points

#### Nazi Germany and its Legacies

An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler's foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and either EUROPEAN 100 or ARTHIST 225

*Restriction:* HISTORY 217

### HISTORY 319 15 Points

#### Medieval Mentalities, Western Europe c.1100-1500

An in-depth analysis of the social, cultural and economic history of the high and later Middle Ages, with a thematic emphasis on the history of mentalities. Topics include: social and economic structures and their change over time, power and authority, learning, religion, family, the Black Death and popular dissent.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 219

### HISTORY 322 15 Points

#### Late Imperial China

The social, political and economic structure of the final period of the Chinese empire, and the practice of imperial government under the native (Ming) and foreign (Qing) rulers, between 1368 and c. 1830.

China's relations with the outside world and the development of its cultural heritage.

*Prerequisite:* 30 points at Stage II in History, or 15 points in History and either CHINESE 201 or ARTHIST 225

*Restriction:* HISTORY 222

### **HISTORY 323** **15 Points** **Settler Societies**

Explores the formation, development and cultural construction of European settler societies and their interactions with non-European peoples. It attempts trans-national understandings of issues in economic, social, cultural and ethnic history, and examines the relationships of settler societies with empire, post-colonialism, and globalisation. Anglophone societies feature large, but Spanish, Portuguese, French, Dutch and Russian settler societies are also considered.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 223

### **HISTORY 324** **15 Points** **Old Regime and Revolution in France c.1750-1815**

The French Revolution is recognised as a founding event of modern history. Revolutionaries reinvented political liberty, civic equality, democratic suffrage, human rights but also reinvented gender discrimination, political terror, ideological war, dictatorship. We explore this through readings and discussions that examine the origins of the Revolution, the collapse of the monarchy, the experiment of mass democracy, and the Revolution's disputed legacies.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and either EUROPEAN 100 or ARTHIST 225

*Restriction:* HISTORY 224

### **HISTORY 327** **15 Points** **Waitangi: Treaty to Tribunal**

A history of the Treaty of Waitangi and the Waitangi Tribunal. The course explores changing understandings of the Treaty and its role in New Zealand society and history since 1840. The establishment of the Waitangi Tribunal in 1975, the development of its work, and the historical and contemporary claims brought before it will also be studied.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and 15 points from ARTHIST 225, CRIM 201, 202

*Restriction:* HISTORY 227

### **HISTORY 328** **15 Points** **Who Built America?: Working People's History of the USA**

A survey of the USA since the Early Republic from 'the bottom up'. Challenging traditional narratives, it examines the experiences of working people and how they have shaped (and been shaped by) politics, culture, and economic development. Themes include matters of class, gender, and race; slavery; industrialisation and deindustrialisation; labour conflict and organisation; culture and community; and politics and state.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 228

### **HISTORY 330** **15 Points** **Exploration of the Pacific**

European exploration of the Pacific and theories on the origin and migration of Polynesians, including Māori voyages to New Zealand.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225 or PACIFIC 201

*Restriction:* HISTORY 230

### **HISTORY 333** **15 Points**

#### **Australian History Since 1788**

A survey of the history of Australia from European occupation to the present. It focuses on the lives and experiences of ordinary Australians, as well as providing an overview of the major political and economic developments across two centuries.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 233

### **HISTORY 341** **15 Points**

#### **Making Sense of the Sixties: USA 1954-1973**

An examination of the social, cultural and political history of the US in the 'long sixties', analysing the interplay of radicalism, liberalism and conservatism in this pivotal decade and giving attention to the sixties in historiography and popular memory.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 241

### **HISTORY 342** **15 Points**

#### **Early Modern Japan 1600-1868**

Explores the social, economic, and political tensions within Early Modern Japan, with an emphasis on the dynamics of the social status system. Topics include the political landscape, the outlawing of Christianity, urban and rural cultures, anti-foreignism and relations with the West, and the nineteenth-century crisis that pushed Japan towards a new modernity.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and 15 points from either ARTHIST 225, ASIAN 200 or JAPANESE 270

*Restriction:* HISTORY 242

### **HISTORY 345** **15 Points**

#### **Anglo-Dutch Early Modernity**

Examines the creation and entanglement of these two neighbouring European states between 1550 and 1750. Assesses the contribution made by their interaction – in relation to geography, economy, culture, religion, politics, ideology and empire – to a transition to modernity of global importance.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 245

### **HISTORY 348** **15 Points**

#### **America's Wars in Asia**

An examination of the troubled relationship between Asia and the USA, in the context of wider historical developments. The course and causes of many of these conflicts have long been forgotten or are purposefully disregarded by most Americans, yet for many of the peoples of Eastern Asia they proved decisive moments in the birth of their nationhood.

*Prerequisite:* 30 points at Stage II in History or Asian Studies, or 15 points at Stage II in History and ARTHIST 225

*Restriction:* HISTORY 248

### **HISTORY 349** **15 Points**

#### **Special Topic**

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225

### **HISTORY 351** **15 Points**

#### **Pacific History: Culture Contact to about 1900**

The relations between Pacific Islanders and Europeans (explorers, travellers and missionaries) up to the colonial period.

*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225 or PACIFIC 201

*Restriction:* HISTORY 251, 315



- HISTORY 352** 15 Points  
**Snapshots: 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:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 252
- HISTORY 354** 15 Points  
**Barbarians: Antiquity to Vikings**  
 Examines barbarians in Europe from antiquity to the early middle ages. Considers the origins and function of the concept of the barbarian and modern approaches to writing their history, including archaeology. Texts to be studied include Tacitus, Gregory of Tours, Bede and the Icelandic Sagas.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225 or 150 points passed, including 15 points at Stage II in Ancient History or Classical Studies  
*Restriction:* HISTORY 254
- HISTORY 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:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 243
- HISTORY 357** 15 Points  
**Making Modern America 1877-1924**  
 An advanced survey of the United States from the end of Reconstruction through the First World War that evaluates the role of ordinary people as well as influential figures. Themes include industrialisation; labour conflict and organisation; segregation; reform; literary and intellectual movements; popular culture; imperialism; politics and the state.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 257
- HISTORY 358** 15 Points  
**Special Topic**  
*Restriction:* HISTORY 258
- 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:* 30 points at Stage II in History, or 15 points at Stage II in History and MĀORI 230 or ARTHIST 225  
*Restriction:* HISTORY 260
- HISTORY 362** 15 Points  
**Social Welfare in New Zealand, 1840-2000**  
 Investigates the changing nature of social welfare, both state and voluntary, in New Zealand society from 1840 to 2000. It addresses reasons why certain concerns were at the forefront of public and political attention at different times. The course examines assumptions about women, Māori, as well as unemployed, poor and sick people that underlay welfare provision through time.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 262
- HISTORY 364** 15 Points  
**Hollywood's America: History through Film**  
 Examination of Hollywood feature film as cultural artefacts of twentieth-century USA and historical interpretations of the American past, using techniques of historical analysis and film criticism.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225, or 30 points from FTVMS 200-214, 216-219  
*Restriction:* HISTORY 264
- HISTORY 365** 15 Points  
**Ireland Since 1798**  
 Surveys the history of Ireland from the United Irish rising of 1798. Topics include: the passing of the Act of the Union, the Great Famine, the Irish economy in the nineteenth and twentieth centuries, emigration from Ireland, nationalism in Ireland and the emergence of an independent Irish state.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and either EUROPEAN 100 or ARTHIST 225  
*Restriction:* HISTORY 265
- HISTORY 367** 15 Points  
**Health, Medicine and Society**  
 Examines the rise of modern Western medicine since 1850 and its impact on public health, with a particular emphasis on Britain and its colonies.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 210
- HISTORY 368** 15 Points  
**Norman Conquests, Norman Voices, c. 900-1215**  
 Focusing on a range of primary sources produced by the conquerors of England and parts of the Mediterranean world, the course examines the achievements and self-perception of the Normans from the tenth to thirteenth centuries. It will consider the historical context of several artefacts of enduring interest, including the Bayeux Tapestry, Domesday Book and Magna Carta.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 268
- HISTORY 369** 15 Points  
**Scientific New Zealand**  
 Examines the place of science in New Zealand as a cultural, a colonising and an economic activity from early European settlement in the early nineteenth century to the commercialisation of science and genetic engineering in the late twentieth century.  
*Prerequisite:* 30 points at Stage II in History, or 15 points at Stage II in History and ARTHIST 225  
*Restriction:* HISTORY 269
- HISTORY 370** 15 Points  
**Special Topic**

**Postgraduate 700 Level Courses**

<b>HISTORY 701</b>	<b>30 Points</b>
<b>HISTORY 701A</b>	<b>15 Points</b>
<b>HISTORY 701B</b>	<b>15 Points</b>

**Political Development of the Pacific Islands**

An examination of political and related social change in the Pacific Islands from annexation to decolonisation from about 1870.

*To complete this course students must enrol in HISTORY 701 A and B, or HISTORY 701*

<b>HISTORY 703</b>	<b>30 Points</b>
<b>HISTORY 703A</b>	<b>15 Points</b>
<b>HISTORY 703B</b>	<b>15 Points</b>

**Past Worlds**

Investigates the ways in which different 'worlds' (or ways of being) in the past can be explored, and the implications for writing history, especially when these worlds entangle. It also examines the ways in which landscapes, structures, objects, images and texts cast light upon (or obscure) past lives, and ways of living, especially in the Pacific.

*To complete this course students must enrol in HISTORY 703 A and B, or HISTORY 703*

<b>HISTORY 705</b>	<b>30 Points</b>
<b>HISTORY 705A</b>	<b>15 Points</b>
<b>HISTORY 705B</b>	<b>15 Points</b>

**Writing New Zealand**

A study of the writing of New Zealand history from nineteenth century accounts through to more recent, revisionist undertakings. Considers general and overview histories, as well as key texts and the debates generated by such works. Students will have an opportunity to undertake research on a topic of their own choosing.

*To complete this course students must enrol in HISTORY 705 A and B, or HISTORY 705*

<b>HISTORY 706A</b>	<b>15 Points</b>
<b>HISTORY 706B</b>	<b>15 Points</b>

**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*

<b>HISTORY 711</b>	<b>30 Points</b>
<b>HISTORY 711A</b>	<b>15 Points</b>
<b>HISTORY 711B</b>	<b>15 Points</b>

**Texts and Contexts**

Takes a broad view of the histories of culture and of communication. It links aspects of the history of ideas (historical, political, religious, scientific, legal, cultural) to the modes of their transmission (objects, performances, languages, spoken, manuscript and printed texts). It relates a wide variety of texts to the historical circumstances of their generation and reception.

*To complete this course students must enrol in HISTORY 711 A and B, or HISTORY 711*

<b>HISTORY 712</b>	<b>30 Points</b>
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<b>HISTORY 712A</b>	<b>15 Points</b>
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<b>HISTORY 712B</b>	<b>15 Points</b>
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**Insider Histories**

Considers histories from 'the inside', related debates about oral histories and oral history practice. Uses Māori histories as case studies to explore the use of oral sources and issues of subjectivity, offering practical historical research and analytical skills. Topics include: the nature of and problems with oral and other sources, balancing textual and oral sources, writing from a subject position.

*To complete this course students must enrol in HISTORY 712 A and B, or HISTORY 712*

<b>HISTORY 715</b>	<b>30 Points</b>
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<b>HISTORY 715A</b>	<b>15 Points</b>
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<b>HISTORY 715B</b>	<b>15 Points</b>
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**Topics in Modern European History**

An exploration of some of the major developments and debates in the history of modern Europe from the nineteenth century on. The course considers important themes in the social, cultural and political history of European society.

*To complete this course students must enrol in HISTORY 715 A and B, or HISTORY 715*

<b>HISTORY 720</b>	<b>30 Points</b>
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<b>HISTORY 720A</b>	<b>15 Points</b>
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<b>HISTORY 720B</b>	<b>15 Points</b>
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**China's Struggle for Modernity: The Republican Era**

A study of the political, economic, social and cultural history of China in the period from the abdication of the Qing dynasty in 1912 to the creation of the People's Republic in 1949.

*To complete this course students must enrol in HISTORY 720 A and B, or HISTORY 720*

<b>HISTORY 721A</b>	<b>15 Points</b>
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<b>HISTORY 721B</b>	<b>15 Points</b>
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**Special Topic**

*To complete this course students must enrol in HISTORY 721 A and B*

<b>HISTORY 725A</b>	<b>15 Points</b>
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<b>HISTORY 725B</b>	<b>15 Points</b>
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**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*

<b>HISTORY 727</b>	<b>30 Points</b>
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**Nineteenth-century Japan**

Explores themes within nineteenth-century Japanese history. Topics include health, education, the early feminist movement, and other themes relating to social and cultural history. The impact of the 1868 Meiji Restoration on society will form a focal point.

<b>HISTORY 734A</b>	<b>15 Points</b>
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<b>HISTORY 734B</b>	<b>15 Points</b>
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**United States History**

Explores the arguments, assumptions, and points



of view that have created and continue to create historical knowledge of the United States. The course engages with the practice of United States history and historiography, emphasising historians' ways of doing, thinking, valuing, and writing about the past.

*To complete this course students must enrol in HISTORY 734 A and B*

**HISTORY 735A** 15 Points

**HISTORY 735B** 15 Points

**Special Topic**

*To complete this course students must enrol in HISTORY 735 A and B*

**HISTORY 736A** 15 Points

**HISTORY 736B** 15 Points

**Medieval Women, c.1100-1500**

A study of the history and historiography of medieval women, this course considers what medieval women's history consists of, how it can or should be written, and why it is worth writing.

*To complete this course students must enrol in HISTORY 736 A and B*

**HISTORY 737A** 15 Points

**HISTORY 737B** 15 Points

**Rethinking History**

An examination of some key readings dealing with contemporary trends and theoretical issues in history writing. The focus will be on what has been termed 'history as text and discourse'. The aim is to provide a self-reflexive approach to historians' representations of the past.

*Restriction: HISTORY 710*

*To complete this course students must enrol in HISTORY 737 A and B*

**HISTORY 738** 15 Points

**Special Topic**

**HISTORY 739** 15 Points

**Special Topic**

**HISTORY 740** 15 Points

**Special Topic**

**HISTORY 741** 15 Points

**Special Topic**

**HISTORY 742A** 15 Points

**HISTORY 742B** 15 Points

**Special Topic**

*To complete this course students must enrol in HISTORY 742 A and B*

**HISTORY 760** 30 Points

**HISTORY 760A** 15 Points

**HISTORY 760B** 15 Points

**Special Study**

Individual research, normally related to one of the courses HISTORY 706 to HISTORY 736, selected in consultation with one or more staff members and approved by the Head of Department.

*To complete this course students must enrol in HISTORY 760 A and B, or HISTORY 760*

**HISTORY 761** 30 Points

**HISTORY 761A** 15 Points

**HISTORY 761B** 15 Points

**Special Study**

Individual research, normally related to one of the courses HISTORY 706 to HISTORY 736, selected in

consultation with one or more staff members and approved by the Head of Department.

*To complete this course students must enrol in HISTORY 761 A and B, or HISTORY 761*

**HISTORY 780** 30 Points

**HISTORY 780A** 15 Points

**HISTORY 780B** 15 Points

**Dissertation**

*To complete this course students must enrol in HISTORY 780 A and B, or HISTORY 780*

**HISTORY 796A** 60 Points

**HISTORY 796B** 60 Points

**Thesis**

*Prerequisite: A BA(Hons) in History with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in HISTORY 796 A and B*

**HISTORY 797A** 60 Points

**HISTORY 797B** 60 Points

**Research Portfolio**

*To complete this course students must enrol in HISTORY 797 A and B*

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**Italian**

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**Stage I**

**ITALIAN 106** 15 Points

**ITALIAN 106G** 15 Points

**Italian Language for Beginners 1**

Students learn to speak, read and write Italian, studying aspects of contemporary Italian society and thought. This course does not count towards a major in Italian. For students with no previous knowledge of Italian.

*Restriction: ITALIAN 166. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 107** 15 Points

**Italian Language for Beginners 2**

Further development in Italian language skills.

*Prerequisite: ITALIAN 106 or 166*

*Restriction: ITALIAN 167. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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**Stage II**

**ITALIAN 200** 15 Points

**Intermediate Italian Language 1**

Develops writing, reading, speaking and listening skills to an intermediate level, through practice on a wide range of written texts and current audio-visual material.

*Prerequisite: ITALIAN 107 or 167*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 201** 15 Points

**Intermediate Italian Language 2**

Continues to develop language skills at an intermediate level.

*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 or 167

*Corequisite:* ITALIAN 200

*Restriction:* ITALIAN 203, 335

**ITALIAN 203 15 Points****Engendered Voices (Texts in English)**

A critical study of the representation of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. Students will study texts in English.

This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 202 instead.

*Prerequisite:* Any 90 points passed

*Restriction:* ITALIAN 202, 335

**ITALIAN 204 15 Points****Italian Fiction and Cinema**

A study of Italian novels, short stories and their adaptation into feature films. Texts are in Italian.

*Prerequisite:* ITALIAN 107 or 167

*Corequisite:* ITALIAN 200

*Restriction:* ITALIAN 232, 336

**ITALIAN 206 15 Points****Special Topic**

*Prerequisite:* 15 points from ITALIAN 107, 167

**ITALIAN 209 15 Points****Major Themes in Italian Renaissance Culture (Texts in Italian)**

An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.

*Prerequisite:* ITALIAN 107 or 167

*Corequisite:* ITALIAN 200

*Restriction:* ITALIAN 210, 309

**ITALIAN 210 15 Points****Major Themes in Italian Renaissance Culture (Texts in English)**

An introduction to themes and issues in Italian Renaissance culture, taught in English.

This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 209 instead.

*Prerequisite:* Any 90 points passed

*Restriction:* ITALIAN 209, 309

**ITALIAN 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:* Any 90 points passed

*Restriction:* ITALIAN 204, 336

**ITALIAN 235 15 Points****Special Topic**

*Prerequisite:* ITALIAN 107 or 167

*Corequisite:* ITALIAN 200

**ITALIAN 236 15 Points****Special Topic**

*Prerequisite:* Any 90 points passed in BA courses

**ITALIAN 277 15 Points****Italian Study Abroad 2A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Departmental approval required

**ITALIAN 278 15 Points****Italian Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* ITALIAN 277 and Departmental approval required

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**Stage III****ITALIAN 300 15 Points****Advanced Italian Language**

This course builds on the language skills acquired in ITALIAN 200 and 201, focusing on selected topics in more specialised contexts.

*Prerequisite:* ITALIAN 201

**ITALIAN 302 15 Points****Dante's Divina Commedia**

A close study of selected cantos of Dante's *Divina Commedia*, read in the context of medieval history and thought.

*Prerequisite:* ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

*Corequisite:* ITALIAN 300

*Restriction:* ITALIAN 711

**ITALIAN 303 15 Points****Boccaccio and Petrarca**

An introduction to Boccaccio's collection of short stories, the *Decamerone*, and the poetry of Petrarca.

*Prerequisite:* ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236

*Corequisite:* ITALIAN 300

*Restriction:* ITALIAN 710

**ITALIAN 309 15 Points****Major Themes in Italian Renaissance Culture (Texts in Italian)**

An introduction to themes and issues in Italian Renaissance culture. General topics are covered in English but texts are read in Italian.

*Prerequisite:* ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 211, 235, 236

*Restriction:* ITALIAN 209, 210

<b>ITALIAN 312</b> <b>Special Topic</b> <i>Prerequisite: ITALIAN 300</i>	<b>15 Points</b>	<b>ITALIAN 356</b> <b>Directed Study</b> <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236 and Departmental approval</i>	<b>15 Points</b>
<b>ITALIAN 313</b> <b>Special Topic</b> <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236</i>	<b>15 Points</b>	<b>ITALIAN 377</b> <b>Italian Study Abroad 3A</b> Refer to the entry for Language Study Abroad. <i>Prerequisite: Departmental approval required</i>	<b>15 Points</b>
<b>ITALIAN 331</b> <b>Contemporary Italian Theatre</b> A study of the development of Italian drama in the twentieth and twenty-first centuries. <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236</i> <i>Corequisite: ITALIAN 300</i> <i>Restriction: ITALIAN 712</i>	<b>15 Points</b>	<b>ITALIAN 378</b> <b>Italian Study Abroad 3B</b> Refer to the entry for Language Study Abroad. <i>Prerequisite: ITALIAN 377 and Departmental approval required</i>	<b>15 Points</b>
<b>ITALIAN 333</b> <b>Italian Popular Culture</b> An examination of typical examples of Italian popular culture in the context of critical debates on mass culture. <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236</i> <i>Corequisite: ITALIAN 300</i> <i>Restriction: ITALIAN 713</i>	<b>15 Points</b>	<b>Postgraduate 700 Level Courses</b>	
<b>ITALIAN 335</b> <b>Engendered Voices (Texts in Italian)</b> 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. <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 204, 206, 209, 211, 235, 236</i> <i>Restriction: ITALIAN 202, 203</i>	<b>15 Points</b>	<b>ITALIAN 700</b>	<b>30 Points</b>
<b>ITALIAN 336</b> <b>Italian Fiction and Cinema</b> A study of Italian novels, short stories and their adaptation into feature films. Texts are in Italian. <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 206, 209, 211, 235, 236</i> <i>Restriction: ITALIAN 204, 232</i>	<b>15 Points</b>	<b>ITALIAN 700A</b>	<b>15 Points</b>
<b>ITALIAN 337</b> <b>Special Topic</b> <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236</i> <i>Corequisite: ITALIAN 300</i>	<b>15 Points</b>	<b>ITALIAN 700B</b>	<b>15 Points</b>
<b>ITALIAN 338</b> <b>Special Topic</b> <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236</i> <i>Corequisite: ITALIAN 300</i>	<b>15 Points</b>	<b>Language Acquisition: Oral and Written Use of Italian</b> 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. <i>To complete this course students must enrol in ITALIAN 700 A and B, or ITALIAN 700</i>	
<b>ITALIAN 339</b> <b>Contemporary Italian Fiction</b> A study of selected works of Italian fiction of the twentieth and twenty-first centuries. <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236</i> <i>Corequisite: ITALIAN 300</i> <i>Restriction: ITALIAN 739</i>	<b>15 Points</b>	<b>ITALIAN 701</b> <b>Special Topic in Italian Language Acquisition</b>	<b>15 Points</b>
<b>ITALIAN 355</b> <b>Directed Study</b> <i>Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236 and Departmental approval</i>	<b>15 Points</b>	<b>ITALIAN 702</b>	<b>30 Points</b>
		<b>ITALIAN 702A</b>	<b>15 Points</b>
		<b>ITALIAN 702B</b>	<b>15 Points</b>
		<b>Advanced Italian Translation Practice</b> 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. <i>Restriction: ITALIAN 322</i> <i>To complete this course students must enrol in ITALIAN 702 A and B, or ITALIAN 702</i>	
		<b>ITALIAN 704</b> <b>Special Topic</b>	<b>30 Points</b>
		<b>ITALIAN 707</b> <b>The Italian Detective Story</b> Launched in Italy as an imported genre in the late twenties, the detective story has become a phenomenon of mass culture. It has acquired a distinct Italian style with the production of novels, films, drama, television series and comic books, enjoyed by highbrow, middlebrow and lowbrow audiences. The course offers a reading of diverse texts of the genre in their socio-cultural contexts.	<b>30 Points</b>
		<b>ITALIAN 709</b> <b>Special Topic</b>	<b>30 Points</b>
		<b>ITALIAN 710</b> <b>Boccaccio and Petrarca</b> An introduction to Boccaccio's collection of short stories, the <i>Decamerone</i> , and the poetry of Petrarca. <i>Restriction: ITALIAN 303</i>	<b>30 Points</b>
		<b>ITALIAN 711</b> <b>Dante</b> A close study of selected works by Dante, read in the context of medieval history and thought. <i>Restriction: ITALIAN 302</i>	<b>30 Points</b>



<b>ITALIAN 712</b> <b>Contemporary Italian Theatre</b> A study of the development of Italian drama in the twentieth and twenty-first centuries. <i>Restriction: ITALIAN 331</i>	<b>30 Points</b>
<b>ITALIAN 713</b> <b>Italian Popular Culture</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> . <i>Restriction: ITALIAN 333</i>	<b>30 Points</b>
<b>ITALIAN 720</b> <b>Special Topic</b>	<b>30 Points</b>
<b>ITALIAN 721</b> <b>Special Topic</b>	<b>15 Points</b>
<b>ITALIAN 730</b> <b>Special Topic</b>	<b>30 Points</b>
<b>ITALIAN 732</b> <b>Special Topic</b>	<b>30 Points</b>
<b>ITALIAN 739</b> <b>Contemporary Italian Fiction</b> A study of selected works of Italian fiction of the twentieth and twenty-first centuries. <i>Restriction: ITALIAN 339</i>	<b>30 Points</b>
<b>ITALIAN 777</b> <b>Study Abroad</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 Head of Italian. Enrolment requires the approval of the Head of Italian.	<b>15 Points</b>
<b>ITALIAN 778</b> <b>Study Abroad</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 Head of Italian. Enrolment requires the approval of the Head of Italian.	<b>15 Points</b>
<b>ITALIAN 780</b>	<b>30 Points</b>
<b>ITALIAN 780A</b>	<b>15 Points</b>
<b>ITALIAN 780B</b> <b>Dissertation</b> <i>To complete this course students must enrol in ITALIAN 780 A and B, or ITALIAN 780</i>	<b>15 Points</b>
<b>ITALIAN 782</b> <b>Research Essays</b>	<b>30 Points</b>
<b>ITALIAN 792</b>	<b>45 Points</b>
<b>ITALIAN 792A</b>	<b>22.5 Points</b>
<b>ITALIAN 792B</b> <b>Dissertation</b> <i>To complete this course students must enrol in ITALIAN 792 A and B, or ITALIAN 792</i>	<b>22.5 Points</b>

<b>ITALIAN 793A</b>	<b>45 Points</b>
<b>ITALIAN 793B</b> <b>Thesis</b> <i>To complete this course students must enrol in ITALIAN 793 A and B</i>	<b>45 Points</b>
<b>ITALIAN 796A</b>	<b>60 Points</b>
<b>ITALIAN 796B</b> <b>Thesis</b> <i>To complete this course students must enrol in ITALIAN 796 A and B</i>	<b>60 Points</b>
<b>ITALIAN 797A</b>	<b>60 Points</b>
<b>ITALIAN 797B</b> <b>Research Portfolio</b> <i>To complete this course students must enrol in ITALIAN 797 A and B</i>	<b>60 Points</b>

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## Japanese

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### Stage I

<b>JAPANESE 130</b>	<b>15 Points</b>
<b>JAPANESE 130G</b> <b>Introduction to Japanese Language 1</b> An integrated basic course in modern Japanese covering reading, writing, speaking and listening. <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>JAPANESE 131</b> <b>Introduction to Japanese Language 2</b> A continuation of JAPANESE 130. <i>Prerequisite: JAPANESE 130 or School approval required</i> <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>JAPANESE 150</b> <b>Exploring Japan</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>15 Points</b>

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### Stage II

<b>JAPANESE 222</b> <b>Structural Analysis of the Japanese Language</b> Structural analysis of the pronunciation, grammar, script and usage of the modern Japanese language. <i>Prerequisite: LINGUIST 100 or 103</i> <i>Corequisite: JAPANESE 231 or 232</i>	<b>15 Points</b>
<b>JAPANESE 231</b> <b>Intermediate Japanese 1</b> A continuation of JAPANESE 131. <i>Prerequisite: JAPANESE 131 or School approval required</i> <i>Restriction: JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	<b>15 Points</b>
<b>JAPANESE 232</b> <b>Intermediate Japanese 2</b> A continuation of JAPANESE 231. <i>Prerequisite: JAPANESE 231 or School approval required</i> <i>Restriction: JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	<b>15 Points</b>

**JAPANESE 240 15 Points****Introduction to Japanese Literature**

Critically examines important works related to Japan's literature and culture, from various genres and all periods including the present. Readings in English translation. Emphasis on production and reception of literary texts within such contexts as history, gender, ethnicity, religion, the environment, and power issues.  
*Prerequisite:* Any 45 points in BA courses

**JAPANESE 242 15 Points****Japanese Drama in Translation**

An introduction to Japanese drama from nō, kyōgen, kabuki, and bunraku to contemporary theatre, including realist and avant-gardist forms. Surveys basic themes, modes, and methods through verbal and visual texts. Also discussed is how "tradition" was constructed and reconstructed vis-a-vis communal, national, and gender identity. No knowledge of Japanese required.

*Prerequisite:* Any 30 points in BA courses

**JAPANESE 243 15 Points****Geisha and Samurai: Edo Literature**

Explores early modern Japanese written works dating from the Azuchi-Momoyama (1573-1615) and Edo or Tokugawa (1603-1867) periods, when hereditary military elites held political power in the name of the Court. Considers how life changed over the course of this period (nearly 300 years).

*Prerequisite:* 30 points at Stage I in Asian Studies or any 45 points in BA courses

*Restriction:* JAPANESE 343

**JAPANESE 270 15 Points****Japanese Culture and Traditions**

Examines aspects of Japanese society and culture in historical context. Focuses particularly on the way traditions have been created and recreated over time and how they have shaped perceptions of Japan. Themes may include medicine and health, family, education, and the environment. Taught in English.

*Prerequisite:* Any 45 points in BA courses

*Restriction:* JAPANESE 370

**JAPANESE 277 15 Points****Japanese Study Abroad 2A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* School approval required

**JAPANESE 278 15 Points****Japanese Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* JAPANESE 277 and School approval required

**Stage III**

*Note:* By special permission of the Head of School, prerequisites at Stage III may be waived. A pass in JAPANESE 332 is required for a major in Japanese. JAPANESE 331 and 332 must be taken concurrently with any other Stage III Japanese course, unless they or JAPANESE 330, 338 or 339 have already been passed.

**JAPANESE 307 15 Points****Classical Language and Culture**

Introduction to the classical Japanese language and culture. Involves extensive readings of selected works from the classics in the original language.

*Prerequisite:* 45 points at Stage II in Japanese

*Corequisite:* JAPANESE 331 or 332

**JAPANESE 322 15 Points****Japanese Linguistics**

Linguistic analysis of Japanese and a study of some fundamental linguistic concepts.

*Prerequisite:* 45 points at Stage II in Japanese including JAPANESE 222

*Corequisite:* JAPANESE 331 or 332

**JAPANESE 324 15 Points****Topics in Japanese Linguistics**

A study of selected areas of Japanese language structure and usage.

*Prerequisite:* 45 points at Stage II in Japanese including JAPANESE 222

*Corequisite:* JAPANESE 331 or 332

**JAPANESE 328 15 Points****Further Advanced Japanese**

An advanced course in Japanese language acquisition designed for students who, upon completing JAPANESE 332, wish to obtain further language skills in Japanese.

*Prerequisite:* JAPANESE 332

**JAPANESE 331 15 Points****Advanced Japanese 1**

A continuation of JAPANESE 232.

*Prerequisite:* 45 points at Stage II in Japanese including one of JAPANESE 230, 232, 239

*Restriction:* JAPANESE 330, 338, 339. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 332 15 Points****Advanced Japanese 2**

A continuation of JAPANESE 331.

*Prerequisite:* JAPANESE 331

*Restriction:* JAPANESE 330, 338, 339. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 341 15 Points****Nation, Text, Popular Culture**

Examines how gender, national/diaspora identity, and memories of the Second World War are treated in post-1945 Japanese writing and popular culture. The historical and political context of each text is emphasised. Texts mostly in Japanese.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240 or 270

*Corequisite:* JAPANESE 331 or 332

**JAPANESE 342 15 Points****Special Topic**

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese

**JAPANESE 343 15 Points****Geisha and Samurai Edo Literature**

Explores, mainly in English translation, literary works and other writings/media from early modern (Edo/Tokugawa) Japan. The emphasis is on understanding aspects of the culture by direct reference to texts written by Japanese at that time.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240, 242, or 270

*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 45 points at Stage II in Japanese including JAPANESE 240, 243, 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:* School approval required

**JAPANESE 378** **15 Points**  
**Japanese Study Abroad 3B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* JAPANESE 377 and School approval required

**JAPANESE 381** **15 Points**  
**Modernity and Identity**

Explores issues related to modernity and national/cultural identity in the Meiji period (1868-1912), with emphasis on the complex relationship between cultural essentialism and Westernisation. Texts in English and Japanese. Includes writers such as: Fukuzawa Yukichi, Okakura Tenshin and Natsume Soseki.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240 or 270

*Corequisite:* JAPANESE 331 or 332

**JAPANESE 385** **15 Points**  
**Topics in Japanese Culture and Society**

Introduces several specific topics in modern Japanese society and culture. Topics may include: media, gender, ethnicity, colonialism, national identity, performing arts, and intellectual discourse. Readings are in Japanese and English.

*Prerequisite:* 45 points at Stage II in BA courses including JAPANESE 240 or 270

**JAPANESE 392** **15 Points**  
**Special Topic**

*Prerequisite:* 45 points from Stage II courses in Japanese

**JAPANESE 393** **15 Points**  
**Japanese Media**

A critical analysis of Japanese media texts in the context of Japanese urban culture. Taught in English.

*Prerequisite:* JAPANESE 150 and at least 45 points at Stage II in Japanese, or 30 points at Stage II in Asian Studies, or FTVMS 101

*Restriction:* JAPANESE 390

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**Postgraduate 700 Level Courses**

**JAPANESE 704A** **7.5 Points**  
**JAPANESE 704B** **7.5 Points**

**Advanced Language Acquisition 1**

Uses authentic materials on a variety of topics to enhance language skills in support of postgraduate studies.

*Prerequisite:* JAPANESE 332 or 378

*To complete this course students must enrol in JAPANESE 704 A and B*

**JAPANESE 706** **15 Points**  
**Advanced Language Acquisition 2**

Uses authentic materials on a variety of topics to enhance language skills in support of postgraduate studies.

**JAPANESE 722** **30 Points**  
**Introduction to Japanese Sociolinguistics**

Students will be introduced to issues such as gender difference, honorifics, and dialects versus Standard

Japanese from sociolinguistic anthropological perspectives. Through these topics, the course will examine the relationship between language, identity, and power.

**JAPANESE 723A** **15 Points**

**JAPANESE 723B** **15 Points**

**Problems in Japanese Syntax**

A seminar-based course where students present explanations of Japanese grammar incorporating explanations from various textbooks and research in Japanese linguistics.

*To complete this course students must enrol in JAPANESE 723 A and B*

**JAPANESE 725** **30 Points**

**JAPANESE 725A** **15 Points**

**JAPANESE 725B** **15 Points**

**Japanese Phonology and Morphology**

Readings and original research in aspects of the phonology and morphology of Japanese, both standard and dialect.

*To complete this course students must enrol in JAPANESE 725 A and B, or JAPANESE 725*

**JAPANESE 726** **30 Points**

**Introduction to Japanese Linguistics**

An introduction to Japanese linguistics.

*Prerequisite:* JAPANESE 307

*Restriction:* JAPANESE 721

**JAPANESE 731** **30 Points**  
**Imagining Japan**

The emergence of Japanese cultural and national consciousness and its renegotiation over time, with reference to origins, identity and otherness. Particular attention will be paid to the interaction between Japan and other cultures and the ways in which these encounters shaped Japanese identity. Themes include the emergence of 'Japan', cross cultural encounters, modernity and nationalism in both dominant and popular discourses. No knowledge of Japanese required.

**JAPANESE 744A** **15 Points**

**JAPANESE 744B** **15 Points**

**Special Topic: Topics in Japanese Religion and Society**

Focuses on the issue of religion and nationalism in modern Japan. Part I examines the changing role of Shinto from the Meiji Restoration to 1945. Part II considers the secularisation and privatisation of Shinto during the Allied Occupation. Part III reviews postwar restoration movements and will engage the contemporary debates surrounding Yasukuni Shrine, patriotic education, and constitutional revision.

*To complete this course students must enrol in JAPANESE 744 A and B*

**JAPANESE 745** **15 Points**  
**Directed Study**

**JAPANESE 746A** **22.5 Points**

**JAPANESE 746B** **22.5 Points**

**Research Essay**

*To complete this course students must enrol in JAPANESE 746 A and B*

<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>	
<i>To complete this course students must enrol in JAPANESE 747 A and B, or JAPANESE 747</i>	
<b>JAPANESE 748</b>	<b>15 Points</b>
<b>Research Essay</b>	
<b>JAPANESE 750</b>	<b>15 Points</b>
<b>Language Analysis for Teachers of Japanese</b>	
Students will gain a wide understanding of linguistic and socio-cultural issues relating to the learning and teaching of Japanese as a foreign language and will enhance their analytical ability to identify issues of concern.	
<b>JAPANESE 751</b>	<b>15 Points</b>
<b>Teaching Japanese as a Foreign Language</b>	
Critical evaluation of course design and development of teaching material for Japanese as a foreign language.	
<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>Dissertation</b>	
<i>To complete this course students must enrol in JAPANESE 780 A and B, or JAPANESE 780</i>	
<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>	
<i>To complete this course students must enrol in JAPANESE 782 A and B, or JAPANESE 782</i>	
<b>JAPANESE 792A</b>	<b>22.5 Points</b>
<b>JAPANESE 792B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in JAPANESE 792 A and B</i>	
<b>JAPANESE 793A</b>	<b>45 Points</b>
<b>JAPANESE 793B</b>	<b>45 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in Japanese with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in JAPANESE 793 A and B</i>	
<b>JAPANESE 796A</b>	<b>60 Points</b>
<b>JAPANESE 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in Japanese with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in JAPANESE 796 A and B</i>	
<b>JAPANESE 797A</b>	<b>60 Points</b>
<b>JAPANESE 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>To complete this course students must enrol in JAPANESE 797 A and B</i>	

## Korean

### Stage I

**KOREAN 110** **15 Points**

**KOREAN 110G** **15 Points**

#### Korean for Beginners 1

Basic written and spoken skills in modern Korean. Through the practice of listening to and reading basic Korean sentences, fundamental grammar and vocabulary are taught so that students will be able to carry out basic conversation and comprehend simple Korean texts.

*Restriction: KOREAN 100, 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**KOREAN 111** **15 Points**

#### Korean for Beginners 2

A continuation of KOREAN 110.

*Prerequisite: KOREAN 110*

*Restriction: KOREAN 100, 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**KOREAN 120** **15 Points**

#### Korean Society and Culture

As a means to understand Korean society and culture better, Korean 'ways' will be examined and also compared with Chinese and Japanese 'ways'. Taught in English.

### Stage II

**KOREAN 200** **15 Points**

#### Intermediate Korean 1

Aims to expand students' proficiency in Korean by introducing further points of grammar and their usage. This course serves as the base for oral and written language skills at an intermediate level.

*Prerequisite: KOREAN 100 or 111*

*Restriction: KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**KOREAN 201** **15 Points**

#### Intermediate Korean 2

A continuation of KOREAN 200.

*Prerequisite: KOREAN 200*

*Restriction: KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**KOREAN 230** **15 Points**

#### Traditional and Modern Korean Literature

A survey in English of Korean literature from its beginning in myths to contemporary fiction. Particular attention will be given to the social and historical context of the selected texts. Genres covered include oral literature, literature in Chinese, classical and modern poetry and prose. Taught in English.

*Prerequisite: KOREAN 120, ASIAN 100*

*Restriction: 235.303*

**KOREAN 250** **15 Points**

#### Korean for Heritage Speakers

Aims to enhance written skills in modern Korean for students with native speaker background. Emphasis will be placed on the comprehension of a wide range of issues in Korean society.

*Prerequisite: School approval required*

*Restriction: KOREAN 110, 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: School approval required*

### **KOREAN 278 15 Points**

#### **Korean Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite: KOREAN 277 and School approval required*

### **Stage III**

### **KOREAN 300 15 Points**

#### **Advanced Korean 1**

Korean grammar at an advanced level. A continuation of KOREAN 201.

*Prerequisite: KOREAN 201*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

### **KOREAN 301 15 Points**

#### **Advanced Korean 2**

Designed to emphasise comprehension and composition of Korean texts.

*Prerequisite: KOREAN 300*

### **KOREAN 377 15 Points**

#### **Korean Study Abroad 3A**

Refer to the entry for Language Study Abroad.

*Prerequisite: School approval required*

### **KOREAN 378 15 Points**

#### **Korean Study Abroad 3B**

Refer to the entry for Language Study Abroad.

*Prerequisite: KOREAN 377 and School approval required*

### **Postgraduate 700 Level Courses**

### **KOREAN 700 15 Points**

#### **Advanced Language Acquisition 1**

Advanced modern Korean language acquisition with emphasis on written language skills. Authentic material covering daily life, history, geography, literature and economy will be used.

*Prerequisite: KOREAN 301 or 378 or equivalent*

### **KOREAN 701 15 Points**

#### **Advanced Language Acquisition 2**

A continuation of KOREAN 700 with particular emphasis on comprehension, conversation, discussion and presentation.

*Prerequisite: KOREAN 700 or equivalent*

### **KOREAN 705 30 Points**

#### **Advanced Translation Practice**

Practical training in translation between Korean and English. Text categories include general, commercial, legal, and technical materials.

*Restriction: KOREAN 710*

## **Language Study Abroad**

*The Language Study Abroad courses are intended to permit students to take advantage of opportunities for formal language study in an approved overseas institution where instruction is in a language other than English. Supplementary study at The University of Auckland may be required as part of these courses.*

*Students taking one of these courses should enrol prior to undertaking the overseas study, and enrolment is subject*

*to approval of the planned overseas study by the Head of Department or School for the language subject concerned. A final grade for any of the courses will be based on formal assessment of achievement in the language concerned, together with any other work required by the Head of Department or School.*

*The courses available for Language Study Abroad are listed under the following subjects: Arts General, Chinese, French, German, Italian, Japanese, Korean, Russian, Spanish.*

## **Language Teaching and Learning**

### **Stage I**

### **LANGTCHG 100 15 Points**

#### **Linguistics for the Language Teacher**

An introduction to linguistics and its applications for language teachers. Provides basic understanding about the nature and function of language, including phonology, morphology and syntax, as well as semantics. This understanding will underpin the pedagogical principles developed in other units of the programme; and will enable students to translate their understanding of language into effective classroom practice.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

### **LANGTCHG 101 15 Points**

#### **Introduction to English 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)*

### **LANGTCHG 104 15 Points**

#### **Ethics and Civilisation**

The role and the influence of local culture/religion (eg, Islam or Confucianism) on world civilisation in general, and local culture in particular, will be examined. Offers opportunities for students to examine Asian civilisation and will examine the challenges facing contemporary Asian civilisations.

*Prerequisite: Student must be enrolled in BEd(TESOL)*



**Stage II****LANGTCHG 202 15 Points****Introductory English Language Analysis for TEFL**

Introduces key concepts of phonology, grammar and vocabulary of English and develops an understanding of how they function as systems in written and spoken English. Develops the skills needed to formally analyse the phonological, lexical and grammatical systems of English. Illustrates how linguistic descriptions can be applied in language teaching.

*Prerequisite:* At least 30 points passed or Departmental approval

**LANGTCHG 205 15 Points****Developing Literacy in a Second Language**

Examines the theory and practice related to the development of both initial and advanced literacy in a second language; how reading and writing skills are developed in a second language; the interdependency of first and second language literacy skills; effective instructional methods and the role played by second language literacy in the development of academic skills where English is the medium of instruction.

*Prerequisite:* At least 30 points passed or approval of the BEd(TESOL) Coordinator

**LANGTCHG 206 15 Points****Special Topic****LANGTCHG 207 15 Points****Instructed Language Learning**

Introduces the study of characteristics of the acquisition-rich classroom by considering how a second language is learned, and explores different aspects of language pedagogy from the perspective of second language learning and factors responsible for individual differences in L2 learning in a classroom context. Students will consider research that has examined instructed language learning and have the opportunity to design their own action research project.

*Prerequisite:* At least 30 points passed or Departmental approval

*Restriction:* LANGTCHG 303

**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 at least 30 points passed at Stage II or above or Departmental approval

**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 at least 30 points passed at Stage II or above or Departmental approval

**LANGTCHG 302 15 Points****Practical Language Teaching**

Develops an understanding of the procedures, techniques and options used in teaching language lessons; helps participants to design and deliver effective language lessons for a variety of contexts;

and introduces participants to a variety of tools for teacher development such as peer teaching, peer observation, and reflective teaching.

*Prerequisite:* LANGTCHG 300 or 301 and Departmental approval or enrolment in BEd(TESOL)

**LANGTCHG 304 15 Points****The Young Second Language Learner**

Examines the experience of children aged 6-12 years in learning a second language. Gives particular attention to the social, cognitive and psychological characteristics of children; examines the particular needs of young learners of a second language, and how languages are learned in different contexts.

*Prerequisite:* 30 points from LINGUIST 200-203, 205, LANGTCHG 202, 205, or 120 points passed from Part I of the BEd(TESOL), or approval of the BEd(TESOL) Coordinator

**LANGTCHG 305 15 Points****Special Topic****LANGTCHG 306 15 Points****Using Tasks in Language Teaching**

Based on current research as a theoretical rationale, this course examines the design of task-based courses for younger ESL learners by investigating how tasks can be constructed and sequenced. Considers the methodology of task-based lessons by exploring the options for the pre-, main-, and post-task phases to provide for a focus on meaning and form, and the use of tasks in classroom assessment.

*Prerequisite:* 30 points from LINGUIST 200-203, 205, LANGTCHG 200, 202, or 120 points passed from Part I of the BEd(TESOL), or approval of the BEd(TESOL) Coordinator

**LANGTCHG 310 15 Points****Literature in Second Language Learning**

Familiarises students with the principles and techniques of the stylistic analysis of literary texts. Also illustrates how stylistic analysis can serve as a basis for the development of materials for teaching literature and English language to second language learners.

*Prerequisite:* 30 points from LINGUIST 200-203, 205, LANGTCHG 202, 205, or 120 points passed from Part I of the BEd(TESOL), or approval of the BEd(TESOL) Coordinator

**LANGTCHG 311 15 Points****Special Topic****LANGTCHG 312 15 Points****Special Topic****Stage IV****LANGTCHG 400 15 Points****Language Curriculum Studies**

Examines the meaning of curriculum in relation to the school, state, national contexts, and the broader socio-political context. Of central importance is the idea of curriculum as an interactive process. The idea of curriculum as process and the dynamic interplay between curriculum context, theory and practice are emphasised.

*Prerequisite:* Student must be enrolled in BEd(TESOL)

*Restriction:* LANGTCHG 724

**LANGTCHG 401 15 Points****Language Assessment in Schools**

Aims to develop understanding of second language learning assessment. Starting with broader

considerations and techniques, the focus is on different forms of assessment used in secondary English teaching contexts in the home country.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

*Restriction: LANGTCHG 704*

**LANGTCHG 402 15 Points**  
**Linking Theory and Practice in the Language Classroom**

Examines the pedagogical frameworks underpinning classroom methodology. Focuses on linking theory and practice and on preparing students for forthcoming classroom teaching. Includes the practical preparation and implementation of lessons, drawing on and bringing into focus relevant aspects of the programme.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

*Restriction: LANGTCHG 710*

**LANGTCHG 403 60 Points**  
**Teaching Practice**

A 12-week period of teaching practice in a school in the country of the student's origin. The practice will focus mainly on the teaching of English, although the student may have an opportunity to teach a second subject.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

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**Postgraduate 700 Level Courses**

**LANGTCHG 704 15 Points**  
**Language Assessment**

Introduces students to some fundamental issues and debates in the field of second language testing and assessment to familiarise them with different assessment options and to develop skills in devising their own assessment procedures.

*Restriction: LANGTCHG 401*

**LANGTCHG 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 717 15 Points**  
**Qualitative and Narrative Inquiry in Language Education**

Explores definitions of qualitative and narrative research as used in the field of applied linguistics, specifically in language teaching and learning. Focuses on approaches associated with the collection and

analysis of qualitative and narrative text, particularly its content, structure and the context in which it was constructed. Participants will examine examples of research and produce and analyse their own written and spoken data.

**LANGTCHG 722 15 Points**  
**Learner Language**

A study of learner language, including an introduction to the methods used to analyse both the content and linguistic form of learner language, a review of empirical research that has used these methods, and its pedagogical relevance.

**LANGTCHG 723 15 Points**  
**Theories of Language Learning**

A critical examination of theories of second language learning grounded in linguistics, psycholinguistics, sociolinguistics and education. The course focuses on cognitive and social theories of second language acquisition, identifying commonalities and differences in the theories, and considering their pedagogical implications.

**LANGTCHG 724 15 Points**  
**Curriculum Development for Language Teaching**

An overview of the key concepts in the language curriculum, syllabus design and methodology, followed by a critical evaluation of language curriculum with reference to various socio-cultural and political factors.

*Restriction: LANGTCHG 400*

**LANGTCHG 729 15 Points**  
**Practicum in Second/Foreign Language Learning**

An opportunity for students to obtain practical experience of language teaching by carrying out a series of guided observation tasks in a second/foreign language classroom and by planning, teaching and evaluating a number of lessons in the same classroom.

**LANGTCHG 731 15 Points**  
**Second Language Reading and Writing**

Explores the role of reading and writing in second language acquisition by giving an overview of theories about learning to read and write in a new language as well as important concepts related to acquiring second language literacy. Various strategies and other considerations associated with teaching reading and writing in a second language are considered and analysed.

**LANGTCHG 732 15 Points**  
**Applied Linguistics Research**

Aims to prepare students for their dissertation or thesis by providing an introduction to the basic ideas and concepts in applied linguistics research design. It also covers aspects of writing a proposal, ethical issues in research, and managing the research process.

**LANGTCHG 740 15 Points**  
**Language Analysis for Teachers**

The study of structure of English through an analysis of the key concepts and features of English phonology, morphology, syntax and vocabulary from the perspective of second/foreign language teaching.

*Restriction: LANGTCHG 720*

**LANGTCHG 741 15 Points**  
**Second Language Course Design and Methodology**

The study of the theoretical bases of language course design and methodology. Examines how to carry out a needs analysis, different types of syllabus, theories



of language teaching and the historic development of teaching methods including communicative language teaching.

**LANGTCHG 742** **15 Points**  
**Language Assessment**

A critical examination of the principles of language assessment and evaluation and their applications to both teaching practice and research.

**LANGTCHG 743** **15 Points**  
**Second Language Acquisition**

A study of different theories of second language acquisition and research that have investigated both natural and instructed acquisition. The applications of theory and research to language pedagogy will be considered.

**LANGTCHG 744** **15 Points**  
**Discourse Analysis**

Considers different approaches to discourse analysis, for the analysis of language as text and for the incorporation of discourse analysis into language teaching.

*Restriction: LANGTCHG 721*

**LANGTCHG 745** **15 Points**  
**Second Language Classroom Research**

The findings of second language classroom research and the methods used in this research.

*Restriction: LANGTCHG 728*

**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 748** **15 Points**  
**Bilingualism and Bilingual Education**

Aspects of both individual and societal bilingualism especially for the analysis of issues in education, assessment and policy.

*Restriction: LANGTCHG 709*

**LANGTCHG 749** **15 Points**  
**Sociolinguistics and Language Teaching**

An examination of concepts and issues in sociolinguistics which are relevant to language teaching in practice, and of sociolinguistic research methods.

*Restriction: LANGTCHG 714*

**LANGTCHG 750** **15 Points**  
**Language Planning and Policy**

An examination of a number of approaches to the study of literacy and of the implications of these approaches for second language teaching and learning.

**LANGTCHG 751** **15 Points**  
**Corpus 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**

**Dissertation**

*Prerequisite: An average of A- over four courses or permission of Head of Department*

*To complete this course students must enrol in LANGTCHG 753 A and B, or LANGTCHG 753*

**LANGTCHG 754** **15 Points**

**Special Topic: 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 755** **15 Points**

**Special Topic: Creativity in Language Learning and Teaching**

Examines the role creativity plays in language learning and teaching; reviews the work on creativity in various disciplines such as applied linguistics and language pedagogy, language teaching materials and approaches, and educational psychology; demonstrates and designs language learning activities and materials implementing the principles of creativity; and explores possible research projects that can be conducted by language teachers.

**LANGTCHG 790** **30 Points**

**LANGTCHG 790A** **15 Points**

**LANGTCHG 790B** **15 Points**

**Dissertation**

*To complete this course students must enrol in LANGTCHG 790 A and B, or LANGTCHG 790*

**LANGTCHG 796A** **60 Points**

**LANGTCHG 796B** **60 Points**

**Thesis**

*Prerequisite: A BA(Hons) in Linguistics or a language with an average grade of A-, or equivalent, or a PGDipLT or equivalent with an average grade of A-*

*To complete this course students must enrol in LANGTCHG 796 A and B*

**LANGTCHG 797A** **60 Points**

**LANGTCHG 797B** **60 Points**

**Research Portfolio**

*To complete this course students must enrol in LANGTCHG 797 A and B*

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**Languages and Literature**


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**Postgraduate 700 Level Courses**

<b>LANGLIT 794</b>	<b>60 Points</b>
<b>LANGLIT 794A</b>	<b>30 Points</b>
<b>LANGLIT 794B</b>	<b>30 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in LANGLIT 794 A and B, or LANGLIT 794</i>	
<b>LANGLIT 796A</b>	<b>60 Points</b>
<b>LANGLIT 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>To complete this course students must enrol in LANGLIT 796 A and B</i>	
<b>LANGLIT 797A</b>	<b>60 Points</b>
<b>LANGLIT 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>To complete this course students must enrol in LANGLIT 797 A and B</i>	

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**Latin****Stage I**

<b>LATIN 100</b>	<b>15 Points</b>
<b>Introduction to Latin Language 1</b>	
An introduction to the vocabulary and the grammar of simple sentences in Latin.	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>LATIN 101</b>	<b>15 Points</b>
<b>Introduction to Latin Language 2</b>	
An advancing beginner's course in the vocabulary and the grammar of complex sentences in Latin.	
<i>Prerequisite: LATIN 100 or Departmental approval required</i>	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

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**Stage II**

<b>LATIN 200</b>	<b>15 Points</b>
<b>Latin Language Acquisition: Intermediate</b>	
The analysis and description of Latin grammar, practice in the translation of Latin to and from English, vocabulary acquisition.	
<i>Prerequisite: LATIN 101 or 201 or 202 or Departmental approval</i>	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>LATIN 201</b>	<b>15 Points</b>
<b>Latin Literary Texts 2A</b>	
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.	
<i>Prerequisite: LATIN 101 or 200 or 202 or Departmental approval</i>	
<b>LATIN 202</b>	<b>15 Points</b>
<b>Latin Literary Texts 2B</b>	
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.	
<i>Prerequisite: LATIN 101 or 200 or 201 or Departmental approval</i>	

<b>LATIN 203</b>	<b>15 Points</b>
<b>Latin Literary Texts 2C</b>	
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.	
<i>Prerequisite: LATIN 201</i>	

<b>LATIN 204</b>	<b>15 Points</b>
<b>Latin Literary Texts 2D</b>	
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.	
<i>Prerequisite: LATIN 202</i>	

<b>LATIN 205</b>	<b>15 Points</b>
<b>Special Topic: Latin Texts</b>	
Study of literary texts in Latin.	
<i>Prerequisite: LATIN 101 or Departmental approval required</i>	

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**Stage III**

<b>LATIN 300</b>	<b>15 Points</b>
<b>Advanced Language Study Part 1</b>	
The structure and use of the Latin language including the use of non-classical Latin.	
<i>Prerequisite: 30 points from LATIN 200–205</i>	

<b>LATIN 301</b>	<b>15 Points</b>
<b>Latin Literary Texts 3A</b>	
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.	
<i>Prerequisite: 30 points from LATIN 200–205</i>	

<b>LATIN 302</b>	<b>15 Points</b>
<b>Latin Literary Texts 3B</b>	
Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.	
<i>Prerequisite: 30 points from LATIN 200–205</i>	

<b>LATIN 305</b>	<b>15 Points</b>
<b>Latin Special Topic</b>	
<i>Prerequisite: 30 points from LATIN 200–205</i>	

<b>LATIN 310</b>	<b>15 Points</b>
<b>Advanced Language Study Part 2</b>	
An advanced analytical study of Latin; translation.	
<i>Prerequisite: 30 points from LATIN 200–205</i>	

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**Postgraduate 700 Level Courses**

<b>LATIN 702</b>	<b>30 Points</b>
<b>LATIN 702A</b>	<b>15 Points</b>
<b>LATIN 702B</b>	<b>15 Points</b>
<b>Latin Poetry 1</b>	
Entire works or selected passages of Latin poetry will be set for translation and explanation.	
<i>To complete this course students must enrol in LATIN 702 A and B, or LATIN 702</i>	
<b>LATIN 703A</b>	<b>15 Points</b>
<b>LATIN 703B</b>	<b>15 Points</b>
<b>Latin Prose Authors 1</b>	
Entire works or selected passages of Latin prose writing will be set for translation and explanation.	
<i>To complete this course students must enrol in LATIN 703 A and B</i>	

<b>LATIN 705</b>	<b>30 Points</b>	<b>LATIN 716</b>	<b>15 Points</b>
<b>LATIN 705A</b>	<b>15 Points</b>	<b>Special Topic</b>	
<b>LATIN 705B</b>	<b>15 Points</b>	<b>LATIN 717</b>	<b>15 Points</b>
<b>Special Topic</b>		<b>Special Topic</b>	
<i>To complete this course students must enrol in LATIN 705 A and B, or LATIN 705</i>		<b>LATIN 718</b>	<b>15 Points</b>
<b>LATIN 706</b>	<b>15 Points</b>	<b>Special Topic</b>	
<b>Research Essays in Latin</b>		<b>LATIN 720</b>	<b>15 Points</b>
Directed research on subjects related to other courses taken by the student in Latin.		<b>Research Essay</b>	
<b>LATIN 707</b>	<b>30 Points</b>	<b>LATIN 727</b>	<b>15 Points</b>
<b>LATIN 707A</b>	<b>15 Points</b>	<b>Special Study</b>	
<b>LATIN 707B</b>	<b>15 Points</b>	Directed reading and individual study on a topic approved by the Head of Department or Graduate Adviser.	
<b>Selected Latin Texts 1</b>		<b>LATIN 790A</b>	<b>15 Points</b>
Selected texts will be set for translation and explanation.		<b>LATIN 790B</b>	<b>15 Points</b>
<i>To complete this course students must enrol in LATIN 707 A and B, or LATIN 707</i>		<b>Dissertation</b>	
<b>LATIN 708</b>	<b>30 Points</b>	<i>To complete this course students must enrol in LATIN 790 A and B</i>	
<b>Selected Latin Texts 2</b>		<b>LATIN 792</b>	<b>45 Points</b>
Selected texts will be set for translation and explanation.		<b>LATIN 792A</b>	<b>22.5 Points</b>
<b>LATIN 709</b>	<b>30 Points</b>	<b>LATIN 792B</b>	<b>22.5 Points</b>
<b>Special Topic</b>		<b>Dissertation</b>	
<b>LATIN 710</b>	<b>15 Points</b>	<i>To complete this course students must enrol in LATIN 792 A and B, or LATIN 792</i>	
<b>Latin Language Study 1</b>		<b>LATIN 794A</b>	<b>45 Points</b>
A study of the Latin language involving any or all of the following: translation into Latin, grammatical, syntactical and stylistic analysis of passages of Latin prose and/or verse.		<b>LATIN 794B</b>	<b>45 Points</b>
<i>Restriction: LATIN 701</i>		<b>Thesis</b>	
<b>LATIN 711</b>	<b>15 Points</b>	<i>Prerequisite: A BA(Hons) in Latin with at least Second Class Honours, First Division, or equivalent</i>	
<b>Latin Language Study 2</b>		<i>To complete this course students must enrol in LATIN 794 A and B</i>	
A study of the Latin language involving any or all of the following: translation into Latin, grammatical, syntactical and stylistic analysis of passages of Latin prose and/or verse.		<b>LATIN 796A</b>	<b>60 Points</b>
<i>Restriction: LATIN 701</i>		<b>LATIN 796B</b>	<b>60 Points</b>
<b>LATIN 712A</b>	<b>15 Points</b>	<b>Thesis</b>	
<b>LATIN 712B</b>	<b>15 Points</b>	<i>Prerequisite: A BA(Hons) in Latin with at least Second Class Honours, First Division, or equivalent</i>	
<b>Latin Poetry 2</b>		<i>To complete this course students must enrol in LATIN 796 A and B</i>	
Entire works or selected passages of Latin poetry will be set for translation and explanation.		<b>LATIN 797A</b>	<b>60 Points</b>
<i>To complete this course students must enrol in LATIN 712 A and B</i>		<b>LATIN 797B</b>	<b>60 Points</b>
<b>LATIN 713A</b>	<b>15 Points</b>	<b>Research Portfolio</b>	
<b>LATIN 713B</b>	<b>15 Points</b>	<i>To complete this course students must enrol in LATIN 797 A and B</i>	
<b>Latin Prose Authors 2</b>		<b>Latin American Studies</b>	
Entire works or selected passages of Latin prose writing will be set for translation and explanation.		<hr/>	
<i>To complete this course students must enrol in LATIN 713 A and B</i>		<i>Note: Spanish language competence (to the level of either SPANISH 105 or SPANISH 201) is a prerequisite for some Spanish courses in the Latin American Studies major and minor.</i>	
<b>LATIN 714</b>	<b>15 Points</b>	<hr/>	
<b>Unprepared Translation 1</b>		<b>Stage I</b>	
Passages of Latin will be set for translation into English.		<b>LATINAM 101</b>	<b>15 Points</b>
<i>Restriction: LATIN 700</i>		<b>Introductory Portuguese Language</b>	
<b>LATIN 715</b>	<b>15 Points</b>	An introduction to spoken and written language, for students with no prior background in the language or limited fluency.	
<b>Unprepared Translation 2</b>		<hr/>	
Passages of Latin will be set for translation into English.		<b>Stage II</b>	
<i>Restriction: LATIN 700</i>		<b>LATINAM 200</b>	<b>15 Points</b>
		<b>Special Topic</b>	
		<i>Prerequisite: SPANISH 103</i>	

**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 SPANISH 103, 105, 107, 200, 201, 277, 278, 319, 321, 377, 378, FTVMS 100, 101, 112

**LATINAM 216****15 Points****Music, Politics and Social Change**

A theorised study of the history of twentieth-century social movements in Latin America through its poetry and music, largely as expressed in popular forms. The major focus is on the political and cultural manifestations of these expressions as they respond to and instigate social change.

*Prerequisite:* 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 HISTORY 231, LATINAM 201, 211, POLITICS 234, 317, SPANISH 202, 211, 213, 306

*Restriction:* LATINAM 216, SPANISH 216

**LATINAM 302****15 Points****Special Topic**

*Prerequisite:* 15 points from HISTORY 231, LATINAM 201, 211, POLITICS 234, 317, SPANISH 202, 211, 213, 306

**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, 205, 211, 213, 216, HISTORY 231, POLITICS 234

*Restriction:* SPANISH 306, 729

**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, SOCIOL 210, SPANISH 202, 205

*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, 205, 211, 213, 216, HISTORY 231, POLITICS 234

*Restriction:* SPANISH 306, 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 permission of Head of Department

**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:* 175.106, LINGUIST 103

**LINGUIST 101****15 Points****LINGUIST 101G****15 Points****Language and Society**

Language in its social and cultural context. Topics may include language variation, language and gender, language and social identity, language contact, language in the media, language maintenance.

**LINGUIST 102****15 Points****Languages of the Pacific**

An introduction to the linguistics of the Pacific Islands (Melanesia, Micronesia and Polynesia), Australia and New Guinea. The topics covered include: principles of historical change, the social use of language, oral literature and the organisation of linguistic systems of sound, meaning and grammar. Pidgins and Creoles are explored, as is the interaction of language with cultural institutions and conceptual systems.

**LINGUIST 103****15 Points****Introduction to English Linguistics**

An introduction to the core areas of language study. Topics include: how sounds are produced, the basic structure of the English sound system, primary word formation processes in English, the rules for English sentence structure, and the fundamentals of word meaning. This course serves as an entry point into Stage II Linguistics, and provides an excellent background for students studying languages including English.

*Restriction:* 175.106, LINGUIST 100

**Stage II****LINGUIST 200****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 202** **15 Points**  
**Language Change**

Introduces long-term historical trends, types of language change, language families and comparative reconstruction.

*Prerequisite: LINGUIST 100 or 103*

*Restriction: LINGUIST 308*

**LINGUIST 203** **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: Any 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*

**Stage III**

**LINGUIST 300** **15 Points**  
**Syntax: Function and Typology**

A continuation of the functional-typological part of LINGUIST 200. Examination of selected topics, such as grammatical relations, relative clauses, causatives, complementation, information packaging, typology and universals.

*Prerequisite: LINGUIST 200*

**LINGUIST 301** **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, lexical phonology. Issues are explored in the context of a constraint-based approach to phonology. Includes a practical component in which theories are applied to language data.

*Prerequisite: LINGUIST 201*

**LINGUIST 303** **15 Points**  
**Conversational Analysis**

An introduction to the close and detailed observation

of ordinary conversational interaction. Topics include the interactional nature of conversation, how turn taking and topic selection are organised, the role of narratives in conversation and how they are structured, how conversational repair is organised, how various expressive techniques are utilised, and the ways that conversation is used to accomplish social actions.

*Prerequisite: Any 30 points in the BA at Stage II*

**LINGUIST 305** **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 306** **15 Points**  
**Polynesian Comparative Linguistics**

Comparative and historical study of the sound systems, grammar, and vocabulary of the Polynesian languages.

*Prerequisite: LINGUIST 202 or MĀORI 201 or SAMOAN 201 or 202*

**LINGUIST 308** **15 Points**  
**Language Change**

Introduces long-term historical trends, types of language change, language families and comparative reconstruction.

*Prerequisite: LINGUIST 200 and 201*

*Restriction: LINGUIST 202*

**LINGUIST 310** **15 Points**  
**Linguistics Essays Course**

Students undertake supervised research.

*Prerequisite: Permission of Head of Department*

**LINGUIST 312** **15 Points**  
**Language Origin and Evolution**

Investigates the origin of human language, drawing on a range of evidence and arguments from psychology, anthropology, and primatology. Addresses questions such as when and how language evolved, whether early language was primarily verbal, gestural or both, what aspects of language structure and language capability are innate, and whether language developed gradually or was a sudden mutation.

*Prerequisite: LINGUIST 200*

**LINGUIST 313** **15 Points**  
**Lexical Functional Grammar**

LFG is a psycho-linguistically based, lexically driven universal grammar in which semantic, syntactic and configurational relationships are analysed as related but partially independent levels of organisation. This makes LFG suited to analysis of languages of all types. LFG is also widely implemented in language synthesis, automatic parsing, SLA and creole studies. Understanding of word classes and constituency is assumed.

*Prerequisite: LINGUIST 200 or 203*

**LINGUIST 320** **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 200 or 206*



<b>LINGUIST 321</b> <b>Gender and Language</b>	<b>15 Points</b>
Surveys recent and classic work in language and gender from a sociolinguistic perspective. It covers issues such as: how the category “gender” has developed over time in sociolinguistics; what the relationship is between gender identities and sexual identities; how the ways we talk and act intersect with non-linguistic behaviour to express gender identities. <i>Prerequisite: LINGUIST 101 or 103 and 30 points at Stage II in Linguistics</i>	
<b>LINGUIST 322</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: 30 points at Stage II in Linguistics</i>	
<b>LINGUIST 323</b> <b>Sociolinguistic Variation</b>	<b>15 Points</b>
Examines the methods and theory behind the study of synchronic language variation and its relationship to diachronic change. Students read a wide range of studies exploring different linguistic variables and apply their understanding of the theory and methods to the extraction and analysis of data from corpora of spontaneous speech that are provided. <i>Prerequisite: 15 points from LINGUIST 100, 101, 103 and 30 points at Stage II in Linguistics (either LINGUIST 200 or LINGUIST 201 strongly recommended)</i>	
<hr/> <b>Postgraduate 700 Level Courses</b>	
<b>LINGUIST 700</b> <b>Directed Study</b>	<b>15 Points</b>
<b>LINGUIST 707</b>	<b>30 Points</b>
<b>LINGUIST 707A</b>	<b>15 Points</b>
<b>LINGUIST 707B</b> <b>Field Methods</b>	<b>15 Points</b>
Description and analysis of an unfamiliar language, based on data collected by the students. The class meets with a speaker of that language, and data are collected through elicitation and texts. Students analyse the structure of the language, focusing on both phonology and syntax. <i>Prerequisite: LINGUIST 201 and either LINGUIST 300 or 313</i> <i>To complete this course students must enrol in LINGUIST 707 A and B, or LINGUIST 707</i>	
<b>LINGUIST 709</b> <b>Linguistic Research</b>	<b>15 Points</b>
An introduction to research methods and practices in Linguistics. The course is intended to develop research skills through a combination of lectures and practicum sessions, and will include the development and completion of a research project.	
<b>LINGUIST 710</b> <b>Fundamentals of Linguistics</b>	<b>15 Points</b>
A comprehensive survey of current theory in selected topics in Linguistics, especially phonetics/phonology, grammar, semantics, and pragmatics.	
<b>LINGUIST 720</b> <b>Functional-typological Syntax</b>	<b>15 Points</b>
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.	

<b>LINGUIST 721</b> <b>Formal Syntax</b>	<b>15 Points</b>
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.	
<b>LINGUIST 722</b> <b>Phonology</b>	<b>15 Points</b>
A range of topics from the field of non-linear phonology, including autosegmental phonology, syllable theory, feature geometry and CV phonology. <i>Prerequisite: LINGUIST 301</i>	
<b>LINGUIST 724</b> <b>Semantics and Pragmatics</b>	<b>15 Points</b>
An introduction to logic and an exploration of the interaction between semantics, pragmatics, and grammar. Topics include: event structure, aspect, tense, mood and modality, case and roles, transitivity and information packaging, and contrasts between English and other languages. <i>Prerequisite: LINGUIST 206 or 302, or equivalent</i>	
<b>LINGUIST 726</b> <b>Language Contact</b>	<b>15 Points</b>
The influences of languages upon each other through the historical interactions of their speakers. The main points of reference are the syntheses of Weinreich (1953) and Thomason and Kaufman (1988).	
<b>LINGUIST 727</b> <b>Mixed Languages</b>	<b>15 Points</b>
Language types (pidgins, creoles and ‘mixed’ or ‘intertwined’ languages) that are extreme results of language contact. Major topics will include: processes of formation, universalist and substratist theories, and the typology of such languages.	
<b>LINGUIST 728</b> <b>Sociolinguistics: Variation and Change</b>	<b>15 Points</b>
Overview of major theories and practice in sociolinguistics today. Emphasis on the connections between ongoing variation in the speech community and language change. Issues of individual agency and social construction of identity are discussed as well as different methods for modelling variation and change in society.	
<b>LINGUIST 729</b> <b>Interactional Sociolinguistics</b>	<b>15 Points</b>
The analysis of small group interaction and the ways it is structured by sociocultural forces, social roles, and personal identity. Cross-cultural differences in conversational behaviour and the influence on language use of patterns of status and solidarity, and institutional demands are approached through an examination of the dynamic processes of talk itself.	
<b>LINGUIST 730</b> <b>Discourse and Grammar</b>	<b>15 Points</b>
The relationship between grammar and language use in naturally occurring written and spoken language, first in discourse-functional grammar, where analysis focuses on the discourse functions of particular grammatical structures; and secondly in interactional grammar, which investigates the syntax of conversational language, in order to develop a new understanding of the nature of syntax, as shaped by the pressures of interaction.	

<b>LINGUIST 731</b> <b>Historical Linguistics</b>	<b>15 Points</b>
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.	
<b>LINGUIST 739</b> <b>Directed Study</b>	<b>15 Points</b>
Directed reading and individual study course designed in consultation with appropriate staff according to the field of research.	
<b>LINGUIST 741</b> <b>Special Topic: Grammaticalisation</b>	<b>15 Points</b>
The following general topics will be covered: nature of grammaticalisation; does grammaticalisation represent a unique type of language change? Directionality of change; sources and targets of changes in grammaticalisation.	
<b>LINGUIST 743</b> <b>Special Topic: Analysing Variation</b>	<b>15 Points</b>
Students will develop skills and understanding in the methods and theory of language variation. A large part of the course will be devoted to independent research of a variable/variables in existing corpora (available from the department).	
<b>LINGUIST 790</b>	<b>30 Points</b>
<b>LINGUIST 790A</b>	<b>15 Points</b>
<b>LINGUIST 790B</b> <b>Dissertation</b>	<b>15 Points</b>
<i>To complete this course students must enrol in LINGUIST 790 A and B, or LINGUIST 790</i>	
<b>LINGUIST 792</b>	<b>45 Points</b>
<b>LINGUIST 792A</b>	<b>22.5 Points</b>
<b>LINGUIST 792B</b> <b>Dissertation</b>	<b>22.5 Points</b>
<i>To complete this course students must enrol in LINGUIST 792 A and B, or LINGUIST 792</i>	
<b>LINGUIST 793A</b>	<b>45 Points</b>
<b>LINGUIST 793B</b> <b>Thesis</b>	<b>45 Points</b>
<i>To complete this course students must enrol in LINGUIST 793 A and B</i>	
<b>LINGUIST 796A</b>	<b>60 Points</b>
<b>LINGUIST 796B</b> <b>Thesis</b>	<b>60 Points</b>
<i>To complete this course students must enrol in LINGUIST 796 A and B</i>	

## Logic and Computation

### Stage II

<b>LOGICOMP 201</b> <b>Special Topic</b>	<b>15 Points</b>
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### Stage III

<b>LOGICOMP 301</b> <b>Philosophy and Computation</b>	<b>15 Points</b>
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*

<b>LOGICOMP 302</b> <b>Special Topic</b>	<b>15 Points</b>
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### Postgraduate 700 Level Courses

<b>LOGICOMP 701</b> <b>Directed Studies</b>	<b>15 Points</b>
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Supervised research studies in an area of logic and computation.

<b>LOGICOMP 702</b> <b>Special Topic</b>	<b>15 Points</b>
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<b>LOGICOMP 703</b> <b>Directed Study</b>	<b>15 Points</b>
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Supervised research studies in an area of logic and computation.

<b>LOGICOMP 704</b> <b>Special Topic</b>	<b>15 Points</b>
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<b>LOGICOMP 705</b> <b>Special Topic</b>	<b>15 Points</b>
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<b>LOGICOMP 782</b>	<b>30 Points</b>
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<b>LOGICOMP 782A</b>	<b>15 Points</b>
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<b>LOGICOMP 782B</b> <b>Dissertation</b>	<b>15 Points</b>
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*Restriction: LOGICOMP 780, 788*

*To complete this course students must enrol in LOGICOMP 782 A and B, or LOGICOMP 782*

<b>LOGICOMP 796A</b>	<b>60 Points</b>
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<b>LOGICOMP 796B</b> <b>Thesis</b>	<b>60 Points</b>
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*Prerequisite: A BA(Hons) in Logic and Computation with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in LOGICOMP 796 A and B*

## Māori Studies

### Stage I

<b>MĀORI 101</b>	<b>15 Points</b>
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<b>MĀORI 101G</b>	<b>15 Points</b>
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#### Introduction to Written Māori

An introduction to listening, reading, writing and translation techniques used in the composition, reading and understanding of basic Māori. Designed for students with little or no knowledge of the language, and for those with some fluency wishing to understand simple sentence structure and composition.

*Restriction: 260.105. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

<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*

**MĀORI 104** 15 Points  
**Reo Tuatahi Kōrero 1**  
 The development of skills in speaking, writing and hearing language. This course is intended for students with a good command of Māori.  
*Restriction: MĀORI 103, 106*

**MĀORI 130** 15 Points

**MĀORI 130G** 15 Points  
**Te Ao Māori: The Māori World**  
 An introduction to Māori analyses of topics that are often discussed and sometimes controversial, and that continue to shape contemporary life in New Zealand. Topics include aspects of world view, philosophy and social organisation; the Declaration of Independence, the Treaty of Waitangi and European immigration; and contemporary issues including Treaty claims, ownership of the foreshore and seabed and constitutional issues.

**MĀORI 170** 15 Points  
**Kaupapa Hōu: Special Topic**

**MĀORI 190** 15 Points  
**Kapa Haka 1**  
 An introductory course for beginners or others who have only a minimal knowledge of traditional and contemporary Māori performing arts. The course is strongly practical. It will stress the fundamentals of performance and the various social, cultural and political settings that give it meaning.

**MĀORI 191** 15 Points  
**Kaupapa Hōu: Special Topic**

## Stage II

**MĀORI 201** 15 Points  
**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: 260.205. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**MĀORI 203** 15 Points  
**Intermediate Spoken Māori**  
 Continuing the development of language skills that will facilitate students' own communicative ability.  
*Prerequisite: MĀORI 103*  
*Restriction: 260.202, MĀORI 206. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**MĀORI 204** 15 Points  
**Reo 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*

**MĀORI 230** 15 Points  
**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*

**MĀORI 240** 15 Points  
**Te Kete Aronui**  
 Knowledge recovery of past traditions and practices relating to Māori material culture with a strong emphasis on developing practical skills and research that involves focus on the use of stone, bone, wood, shell and some fibre.

*Prerequisite: MĀORI 130 or ARTHIST 102, or 30 points at Stage I in Museums and Cultural Heritage, or Departmental approval*

**MĀORI 241** 15 Points  
**Te Aho Tahuhu**  
 Māori fibre arts as a continuum from pre-European times with reference to the materials, practices and traditions of artefact manufacture. Includes individual research and practical projects.  
*Prerequisite: 60 points passed in any subject*

**MĀORI 270** 15 Points  
**Kaupapa Hōu: Special Topic**

**MĀORI 271** 15 Points  
**Māori and the Media / Te Ao Pahō**  
 Examines the interrelationship between Māori and media. The course falls into two main strands: the representation of Māori and te ao Māori across a range of mainstream media, both historic and contemporary, and media made by Māori, for both a general audience and for a Māori audience. The course will draw on theories of political economy, postcolonialism and Kaupapa Māori.  
*Prerequisite: Any 30 points passed*  
*Restriction: MĀORI 370*

**MĀORI 291** 15 Points  
**Kaupapa Hōu: Special Topic**  
*Prerequisite: MĀORI 130*

**MĀORI 292** 15 Points  
**Kapa Haka 2**  
 Examines traditional and contemporary Māori performing arts and covers all aspects of Māori performance including whakaeke (entry), waiata mōteatea, waiata-ā-ringa (action song), poi, haka, whakawātea (exit). There is a strong practical element to the course as well as an analysis of social, cultural and political contexts of the songs and performance.  
*Prerequisite: MĀORI 190*

**MĀORI 293** 15 Points  
**Kaupapa Hōu: Special Topic**

## Stage III

**MĀORI 301** 15 Points  
**Reo Māori Tuhituhi**  
 Follows on from MĀORI 201. Includes a survey of the theoretical orientations to the study of Māori language, the effects of colonisation on the language and efforts to revitalise it once it became endangered. Also includes practical exercises in transcription and translation of selected recordings and texts, and grammatical analysis.  
*Prerequisite: MĀORI 201*

**MĀORI 302** 15 Points  
**Reo Māori Kōrero**  
 Ko tēnei te pepa whakaohoho ake i ngā tau ka taha. Ko te whainga, 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 kōrerō. 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*



<b>MĀORI 311</b> <b>Wānanga and Whaikōrero</b> The knowledge systems and practices of traditional schools of learning and their application in modern Māori society. The course includes a study of the structure, language and practice of Māori oratory. <i>Prerequisite: MĀORI 206 or Departmental approval required</i>	<b>15 Points</b>	<b>MĀORI 371</b> <b>Kaupapa Hōu: Special Topic: Whanaketanga / Māori Development</b> An examination of successful models of indigenous sustainable development that allow for the preservation of culture and lands with an emphasis on Māori and Māori organisations and their pathways to improved, renewed or new developments. <i>Prerequisite: 30 points passed at Stage II in any subject</i>	<b>15 Points</b>
<b>MĀORI 320</b> <b>Mātauranga: Māori Knowledge</b> 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. <i>Prerequisite: 15 points from MĀORI 201, 203, 206</i>	<b>15 Points</b>	<b>MĀORI 393</b> <b>Kapa Haka 3</b> 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. <i>Prerequisite: MĀORI 292 or permission of Head of Department</i>	<b>15 Points</b>
<b>MĀORI 330</b> <b>Te Ao Hōu / Contemporary Māori Issues</b> 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. <i>Prerequisite: 30 points at Stage II</i>	<b>15 Points</b>	<b>MĀORI 394</b> <b>Kaupapa Hōu: Special Topic</b> <i>Prerequisite: Any 15 points at Stage II in Māori Studies</i>	<b>15 Points</b>
<b>MĀORI 335</b> <b>Mana Taketake / Indigenous Sovereignty and Public Policy</b> 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. <i>Prerequisite: 30 points at Stage II</i>	<b>15 Points</b>	<b>MĀORI 395</b> <b>Kaupapa Hōu: Special Topic</b>	<b>15 Points</b>
<b>MĀORI 340</b> <b>Te Whare Pora</b> Research and teaching of practical skills to extend students' knowledge of tukutuku, raranga, whatu, tāniko, feather attachment and dyeing techniques. Students are expected to attend a field-school. <i>Prerequisite: MĀORI 240 or 241 or Departmental approval, or 30 points at Stage II in Museums and Cultural Heritage and Departmental approval</i>	<b>15 Points</b>	<b>MĀORI 396</b> <b>Tikanga: Ancestral Ways</b> 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. <i>Prerequisite: Any one of MĀORI 130, HISTORY 107, ANTHRO 104 and 30 points at Stage II in Māori Studies, History, Pacific Studies or Anthropology, or Head of Department approval</i>	<b>15 Points</b>
<b>MĀORI 342</b> <b>Te Ao Kōhatu</b> Develops skills and research methods introduced in Te Kete Aronui with an emphasis on recovery of knowledge relating to traditions of stone, bone, wood, shell and fibre use by Māori. <i>Prerequisite: MĀORI 240 or 241 or Departmental approval, or 30 points at Stage II in Museums and Cultural Heritage and Departmental approval</i>	<b>15 Points</b>	<b>MĀORI 397</b> <b>Pae Tahī: Special Study in Māori Studies</b> Directed study on a topic approved by the Head of Department. <i>Prerequisite: Any 30 points at Stage II in Māori Studies and Head of Department approval</i>	<b>15 Points</b>
<b>MĀORI 370</b> <b>Māori and the Media / Te Ao Pāhō</b> 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. <i>Prerequisite: 30 points passed at Stage II in any subject</i> <i>Restriction: MĀORI 271</i>	<b>15 Points</b>	<b>Postgraduate 700 Level Courses</b>	
		<b>MĀORI 700</b> <b>Reo Māori: Topic in Māori Language</b> An examination of developments in Māori and Polynesian language description, analysis and preservation over the past 50 years.	<b>30 Points</b>
		<b>MĀORI 710</b> <b>Ngā Tuhituhī Māori: Māori Manuscript</b> Translation and analysis of nineteenth-century Māori manuscripts.	<b>30 Points</b>
		<b>MĀORI 711</b> <b>Nga Kōrero Tuku Iho: Māori Oral Literature</b> Translation to English and analysis of texts derived from the oral tradition.	<b>30 Points</b>
		<b>MĀORI 712</b> <b>Whakareo Kē: Translation of Māori Literature</b> Intensive practice in the translation of a variety of texts.	<b>30 Points</b>

<b>MĀORI 713</b> <b>Te Reo Tuku Iho</b> Advanced Māori language acquisition.	<b>30 Points</b>
<b>MĀORI 721</b> <b>Tikanga Wāhine</b> An examination of tikanga, ancestral rituals and practices, and the power bases of Māori women.	<b>30 Points</b>
<b>MĀORI 731</b>	<b>30 Points</b>
<b>MĀORI 731A</b>	<b>15 Points</b>
<b>MĀORI 731B</b> <b>Āhua Māori: Māori Ethnicity</b> A study of selected aspects of Māori social and cultural life relevant to the maintenance of a Māori identity. <i>To complete this course students must enrol in MĀORI 731 A and B, or MĀORI 731</i>	<b>15 Points</b>
<b>MĀORI 732</b> <b>Rangatiratanga</b> A study of a theoretical framework for the analysis of cultural politics between Māori and Pākehā, in particular He Whakaputanga o te Rangatiratanga o Nū Tirenī and Te Tiriti o Waitangi.	<b>30 Points</b>
<b>MĀORI 733</b> <b>Kaupapa Hōu: Special Topic</b>	<b>30 Points</b>
<b>MĀORI 740</b>	<b>30 Points</b>
<b>MĀORI 740A</b>	<b>15 Points</b>
<b>MĀORI 740B</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>15 Points</b>
<b>MĀORI 741</b> <b>Ngā Taonga Hanga: Taonga Māori</b> An extension of skills and research methods in material culture.	<b>30 Points</b>
<b>MĀORI 742</b>	<b>15 Points</b>
<b>MĀORI 742A</b>	<b>7.5 Points</b>
<b>MĀORI 742B</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>7.5 Points</b>
<b>MĀORI 743</b> <b>Tōrangapu / Issues in Māori Politics and Policy</b> An examination of selected issues in public policy and their impact on Māori development.	<b>30 Points</b>
<b>MĀORI 744</b> <b>Kaupapa Hōu: Special Topic: Māori Sociolinguistics</b> A study of the history of Te Reo Māori and language revitalisation efforts undertaken since the 1970s, with special attention to research that has informed language revival and maintenance strategies.	<b>30 Points</b>
<b>MĀORI 748</b> <b>Kaupapa Hōu: Special Topic</b>	<b>15 Points</b>
<b>MĀORI 749</b> <b>Kaupapa Hōu: Special Topic</b>	<b>15 Points</b>
<b>MĀORI 750</b> <b>Kaupapa Motuhake: Special Study in Māori Studies</b> A directed reading and individual study course under supervision approved by the Head of Department.	<b>15 Points</b>

<b>MĀORI 785</b>	<b>45 Points</b>
<b>MĀORI 785A</b>	<b>22.5 Points</b>
<b>MĀORI 785B</b> <b>Dissertation</b> <i>To complete this course students must enrol in MĀORI 785 A and B, or MĀORI 785</i>	<b>22.5 Points</b>
<b>MĀORI 790</b>	<b>30 Points</b>
<b>MĀORI 790A</b>	<b>15 Points</b>
<b>MĀORI 790B</b> <b>Tātari / Dissertation</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>15 Points</b>
<b>MĀORI 792A</b>	<b>22.5 Points</b>
<b>MĀORI 792B</b> <b>Dissertation</b> <i>To complete this course students must enrol in MĀORI 792 A and B</i>	<b>22.5 Points</b>
<b>MĀORI 796A</b>	<b>60 Points</b>
<b>MĀORI 796B</b> <b>Thesis</b> <i>To complete this course students must enrol in MĀORI 796 A and B</i>	<b>60 Points</b>
<b>MĀORI 797A</b>	<b>60 Points</b>
<b>MĀORI 797B</b> <b>Research Portfolio</b> <i>To complete this course students must enrol in MĀORI 797 A and B</i>	<b>60 Points</b>

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## Medieval and Early Modern European Studies

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### Postgraduate 700 Level Courses

<b>MEDEMS 700</b> <b>Creating the Past</b> A study of various ways in which European history and culture have been represented and imagined and the impact of these representations on the scholarly project of accurate knowledge of the past. The course will pursue inter-disciplinary approaches to a range of topics in Medieval and Early Modern European studies.	<b>15 Points</b>
<b>MEDEMS 780</b>	<b>30 Points</b>
<b>MEDEMS 780A</b>	<b>15 Points</b>
<b>MEDEMS 780B</b> <b>Dissertation</b> <i>To complete this course students must enrol in MEDEMS 780 A and B, or MEDEMS 780</i>	<b>15 Points</b>
<b>MEDEMS 796A</b>	<b>60 Points</b>
<b>MEDEMS 796B</b> <b>Thesis</b> <i>To complete this course students must enrol in MEDEMS 796 A and B</i>	<b>60 Points</b>
<b>MEDEMS 797A</b>	<b>60 Points</b>
<b>MEDEMS 797B</b> <b>Research Portfolio</b> <i>To complete this course students must enrol in MEDEMS 797 A and B</i>	<b>60 Points</b>



## Museums and Cultural Heritage

### Postgraduate 700 Level Courses

**MUSEUMS 701** 15 Points  
**Special Topic**

**MUSEUMS 702** 15 Points  
**Special Topic**

**MUSEUMS 703** 30 Points

**MUSEUMS 703A** 15 Points

**MUSEUMS 703B** 15 Points

#### **Critical Heritage Studies: Māori and Indigenous Perspectives**

Examines key issues within Museums and Cultural Heritage in relation to four core functions: collections, curatorship, exhibition/display and education with reference to Māori and indigenous peoples. Students gain a global overview of the field, examine relationships between stakeholders, develop an understanding of perspectives in museums and cultural heritage management, as well as an appreciation of audience diversity and digital technologies.

*Restriction: ARTHIST 730, 732, 736*

*To complete this course students must enrol in MUSEUMS 703 A and B, or MUSEUMS 703*

**MUSEUMS 750** 15 Points  
**Museums Past and Present**

The rise of collecting and early museums in Europe and their development in the twentieth century, with an emphasis on art galleries.

*Restriction: ARTHIST 718*

**MUSEUMS 751** 30 Points  
**Special Topic**

**MUSEUMS 760** 15 Points  
**Directed Study**

A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.

**MUSEUMS 761** 30 Points

**MUSEUMS 761A** 15 Points

**MUSEUMS 761B** 15 Points

#### **Directed Study**

A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.  
*To complete this course students must enrol in MUSEUMS 761 A and B, or MUSEUMS 761*

**MUSEUMS 780** 30 Points

**MUSEUMS 780A** 15 Points

**MUSEUMS 780B** 15 Points

#### **Dissertation**

*To complete this course students must enrol in MUSEUMS 780 A and B, or MUSEUMS 780*

**MUSEUMS 796A** 60 Points

**MUSEUMS 796B** 60 Points

#### **Thesis**

*Prerequisite: A BA(Hons) in Museums and Cultural Heritage with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in MUSEUMS 796 A and B*

**MUSEUMS 797A** 60 Points

**MUSEUMS 797B** 60 Points

#### **Research Portfolio**

*To complete this course students must enrol in MUSEUMS 797 A and B*

## Pacific Studies

### Stage I

**PACIFIC 100** 15 Points

#### **Introduction to Pacific Studies**

An introduction to the discipline of Pacific Studies, using the twin perspectives of language and indigenous knowledges as a framework for the expression and understanding of Pacific cultures. Topics covered include language, cultural identity, indigenous knowledge, visual and performing arts, history and political economy.

*Restriction: PACIFIC 101, 103*

**PACIFIC 102** 15 Points

#### **Topics in Pacific Arts**

Provides an introduction to a wide range of Pacific art, both object and performance-based, their origins, histories, interconnections, and social functioning. Topics covered in the course are tapa, weaving, tivaevae, carving and sculpture, dance, tatau and other forms of body adornment.

*Restriction: 271.102*

**PACIFIC 105** 15 Points

#### **Pacific World Views**

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 worldviews as well as some of the challenges emanating from how Pacific peoples construct and make sense of their own and other's historical, political, socio-cultural, economic and religious worlds.

**PACIFIC 110** 15 Points

#### **Pacific Music and Dance**

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

**PACIFIC 201** 15 Points

#### **Pacific Worlds**

Critically examines the responses of Pacific peoples to the changes resulting from contact with outside influences up to the Second World War. It will take the view that Pacific Islanders were active participants rather than passive victims in their encounters with outsiders.

*Prerequisite: 15 points from ANTHRO 104, LINGUIST 102, PACIFIC 100, 105 and 15 points from COOKIS 101, 201, 301, SAMOAN 101, 201, 301, TONGAN 101, 201, 301*

**PACIFIC 203** 15 Points

#### **Pacific Language Lexicography**

After giving an overview of lexicographical achievements in the Pacific, this course will teach the basic principles and practices of bilingual and

monolingual dictionary-making in Pacific languages. Emphasis will be on monolingual lexicography in major Polynesian languages.

*Prerequisite:* 15 points from COOKIS 101, 201, 301, SAMOAN 101, 201, 301, TONGAN 101, 201, 301

**PACIFIC 204** **15 Points**  
**Issues in Pacific Development**

A critical examination of the notion of 'development' and its relationship to political governance and social change. In particular, the course will examine the various development models and processes imposed by aid donors and local elites and their impact on local Pacific communities. It will explore the responses by local communities and emerging alternative development strategies in the context of globalisation.

*Prerequisite:* 30 points at Stage I in Pacific Studies

**PACIFIC 205** **15 Points**  
**Special Topic**

**PACIFIC 206** **15 Points**  
**Special Topic**

**PACIFIC 210** **15 Points**  
**Pacific Music and Dance 2**

Instruction in the intermediate music and dance forms of specific Pacific nations. Practical focus on acquisition of fundamental music and dance skills, for example songs, commands, gestures, posture, costumes, discussion of styles, instruments, performer categories and the place of the performing arts in the identified Pacific cultures. Two-four music and dance items will normally be taught during the semester.

*Prerequisite:* PACIFIC 110 and 15 points from COOKIS 101, 102, 201, 301, SAMOAN 101, 201, 301, TONGAN 101, 201, 301

*Restriction:* COOKIS 210, SAMOAN 210, TONGAN 210

**PACIFIC 211** **15 Points**  
**Special Topic**

**Stage III**

**PACIFIC 300** **15 Points**  
**Growing Up 'Ethnic' in New Zealand**

Growing up as a member of an ethnic minority culture, with reference also to concepts and theories of inter- and intra-ethnic identity. The focus will be on ethnicity for New Zealand-born Pacific people, with case studies from other countries to provide comparative global perspectives.

*Prerequisite:* 30 points at Stage II in Pacific Studies

*Restriction:* PACIFIC 104

**PACIFIC 302** **15 Points**  
**Pacific Language Structures**

An introduction to comparative analysis of the sound systems and grammatical structures of Cook Islands Maori, Samoan and Tongan. The course will focus on basic concepts in sound and spelling systems, morphology and syntax of the three Pacific languages.

*Prerequisite:* 15 points from COOKIS 201, 301, SAMOAN 201, 301, TONGAN 201, 301

*Restriction:* PACIFIC 202

**PACIFIC 303** **15 Points**  
**Conflict in the Pacific Islands**

Critically examines some of the theoretical discourses and applied approaches in conflict studies and their application to Pacific Island societies. The course will look at some of the historical, psychological, socio-economic, political and cultural forces which cause, drive and trigger conflict and how these have

transformed Pacific Island communities and states. It will also look at global, regional, national and local indigenous responses and intervention mechanisms as part of peace-building approaches.

*Prerequisite:* Any 30 points at Stage II from Pacific Studies, Anthropology, Māori Studies, Political Studies, Sociology

**PACIFIC 306** **15 Points**  
**Special Topic**

**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 and 15 points from COOKIS 101, 201, 301, SAMOAN 101, 201, 301, TONGAN 101, 201, 301

**PACIFIC 311** **15 Points**  
**Special Topic**

**Postgraduate 700 Level Courses**

**PACIFIC 700** **30 Points**

**PACIFIC 700A** **15 Points**

**PACIFIC 700B** **15 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.

*To complete this course students must enrol in PACIFIC 700 A and B, or PACIFIC 700*

**PACIFIC 701** **30 Points**  
**Pacific Language Studies**

Students will research and discuss issues relating to Pacific language acquisition, such as the lack of standardisation of Pacific language orthographies, the lack of reading material in Pacific languages, and their low status following the introduction of English into the Pacific.

**PACIFIC 702** **15 Points**  
**Topics in Pacific Research**

Critical approaches to Pacific research development and evaluation of research design in Pacific Studies, including application of theory to research questions and developing a proposal for research which will be drawn from a wide range of topics contained within: Pacific world views and epistemologies, Pacific research methodologies, quantitative and qualitative paradigms.

**PACIFIC 703** **30 Points**  
**Pacific Language Teaching**

Prepares students to teach Pacific languages in New Zealand schools. Examines the school curriculum and theories of language teaching and learning. Considers the types of students learning Pacific languages and the implications of this for the teaching of Pacific languages.

**PACIFIC 704** **15 Points**  
**The Pacific: Continuity and Change**

An examination of changing politics, economics, societies, histories, cultures and ideologies in the Pacific.

<b>PACIFIC 705</b>	<b>30 Points</b>
<b>PACIFIC 705A</b>	<b>15 Points</b>
<b>PACIFIC 705B</b>	<b>15 Points</b>
<b>Special Topic</b>	
<i>To complete this course students must enrol in PACIFIC 705 A and B, or PACIFIC 705</i>	
<b>PACIFIC 707</b>	<b>30 Points</b>
<b>Special Topic</b>	
<b>PACIFIC 708</b>	<b>30 Points</b>
<b>Special Study</b>	
<i>An approved research topic.</i>	
<b>PACIFIC 709</b>	<b>15 Points</b>
<b>Special Topic</b>	
<b>PACIFIC 781</b>	<b>30 Points</b>
<b>PACIFIC 781A</b>	<b>15 Points</b>
<b>PACIFIC 781B</b>	<b>15 Points</b>
<b>Topics in Pacific Research</b>	
<i>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.</i>	
<i>Restriction: PACIFIC 702</i>	
<i>To complete this course students must enrol in PACIFIC 781 A and B, or PACIFIC 781</i>	
<b>PACIFIC 785</b>	<b>30 Points</b>
<b>PACIFIC 785A</b>	<b>15 Points</b>
<b>PACIFIC 785B</b>	<b>15 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in PACIFIC 785 A and B, or PACIFIC 785</i>	
<b>PACIFIC 792</b>	<b>45 Points</b>
<b>PACIFIC 792A</b>	<b>22.5 Points</b>
<b>PACIFIC 792B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in PACIFIC 792 A and B, or PACIFIC 792</i>	
<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>	
<i>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</i>	

and body and the nature of identity and the self. The theory of knowledge studies the sources, limits and justification of human knowledge and understanding as distinct from opinion or belief.

*Restriction: 280.150*

### PHIL 101 **15 Points**

#### Introduction to Logic

Logic is the study of argument. This course aims to provide an understanding of central logical notions, such as consistency and inconsistency, logical truth, and, most importantly, what it means for an argument to be valid or invalid, sound or unsound. The course examines two main logical systems, propositional and predicate logic, and shows how these formal systems are used to analyse and evaluate arguments.

*Restriction: 280.151*

### PHIL 102 **15 Points**

#### Introduction to Ethics

The philosophical study of ethics provides theoretical frameworks for thinking about questions such as 'What makes an action right or wrong?', and 'What kind of person should I try to be?' Several theories will be explored, evaluated, and applied to practical moral issues such as abortion, our treatment of other animals, tolerance regarding cultural differences, and obligations to future generations.

*Restriction: HLTHPSYC 102, PSYCHIAT 102*

### PHIL 103 **15 Points**

#### Freedom, Rights and Justice

Considers various questions concerning the relation between individuals and political communities such as: What principles of justice should communities adopt? What are rights? What limits can legitimately be placed on individual liberty? What is the source and nature of citizens' obligations to obey the law? What makes a decision procedure democratic and why does it matter? These questions are considered in relation to the New Zealand context.

### PHIL 105 **15 Points**

### PHIL 105G **15 Points**

#### Critical Thinking

Dialogue, argument and discussion are analysed. Distinctions are drawn between persuasive, logically good and materially good arguments. The focus is on well reasoned persuasive dialogue, and mistakes in persuasive reasoning. Topics include the point of an argument, strength of arguments, fallacious reasoning, relevance of reasons, and burden of proof.

### PHIL 152 **15 Points**

#### Philosophy and Theories of Human Nature

What is human nature? The course covers competing conceptions of human nature, found in religious, philosophical and political thought, alongside theories that deny the existence of a human nature. Philosophers discussed may include: Aristotle, Descartes, Nietzsche, Plato, Hobbes, Marx, Sartre and Christian thinkers.

### Stage II

### PHIL 200 **15 Points**

#### Philosophy of Mind

There are many philosophical problems concerning mental lives (in particular, human mental lives), how they are constituted, and what makes them possible – problems which have generated a vast literature and diverse important philosophical theories.



Theories introduced and critically examined will include dualisms, but will mainly comprise forms of physicalism such as philosophical behaviourism, the identity theory and especially functionalist theories.

*Prerequisite:* 30 points in Philosophy, or any 60 points

*Restriction:* PHIL 320

#### **PHIL 202**

**15 Points**

##### **Philosophy of Language**

The components of language and its use (expressions, utterances, speech acts etc); theories of language and its nature (including structuralism, Chomskyan psychologism and platonism); linguistic meaning and its connection with other sorts of meaning (Grice on meaning, sense and reference, truth-conditional theories of meaning etc); the connection between language, thought and reality.

*Prerequisite:* 30 points in Philosophy or Linguistics

*Restriction:* PHIL 322

#### **PHIL 204**

**15 Points**

##### **Greek Philosophy**

An introduction to some of the important figures in ancient philosophy and the issues with which they were concerned. The work of the Presocratics, Plato, and Aristotle will be explored, with a detailed discussion of the philosophical system of either Plato or Aristotle and its importance in the history of philosophy.

*Prerequisite:* 30 points in Philosophy, or 15 points from Philosophy and 15 points from CLASSICS 120, 130, 240, 250, or 260

#### **PHIL 205**

**15 Points**

##### **Community, Society and Rights**

Addresses a variety of topics in political philosophy such as: the political theories of Locke and Hobbes; the nature of rights and rights-holders; sovereignty; strategies for securing stable and just societies between people with significantly different moral, political and cultural views; and the relationship between individuals and communities. Topics will be related to contemporary political issues in New Zealand and, in particular, to the Treaty of Waitangi.

*Prerequisite:* 30 points in Philosophy, or 30 points in Political Studies

#### **PHIL 207**

**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 in Philosophy

*Restriction:* PHIL 327

#### **PHIL 209**

**15 Points**

##### **Schopenhauer and Nietzsche**

A study of the philosophies of Arthur Schopenhauer (1788-1860) and Friedrich Nietzsche (1844-1900), focusing on their respective attitudes towards the value of life and the meaning of suffering. Schopenhauer's emphasis upon transcendent modes of awareness will be compared with Nietzsche's more down-to-earth existentialism, in light of their views on the redeeming value of artistic and aesthetic experience.

*Prerequisite:* 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy

*Restriction:* PHIL 329

#### **PHIL 210**

**15 Points**

##### **Applied Ethics**

Philosophical analysis and discussion of contemporary moral issues, such as abortion, euthanasia, reverse discrimination, the ethics of charity and our treatment of animals.

*Prerequisite:* PHIL 102 or PSYCHIAT 102 or HLTHPSYC 102 or 30 points in Philosophy, or 30 points passed at Stage I in Social Science for Public Health

*Restriction:* PHIL 313

#### **PHIL 211**

**15 Points**

##### **Ethical Theory 2**

Philosophical study of moral theory, in both normative ethics and meta-ethics. Topics covered include: theories of value, theories of right action, and the status and justification of such theories.

*Prerequisite:* 30 points in Philosophy

#### **PHIL 212**

**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 in Philosophy, or any 90 points passed

*Restriction:* PHIL 332

#### **PHIL 213**

**15 Points**

##### **Philosophy and Gender**

A selection of philosophical issues which arise within feminist thinking, such as: the nature of sexual equality; the relation between gender and embodiment; feminist rejections of the traditional oppositions of mind to body, nature to culture, emotion to reason; concepts of patriarchy, oppression and exploitation and their use in feminist analyses of women's social position. Texts will include works by de Beauvoir, Irigaray, Butler, as well as Foucault and Freud.

*Prerequisite:* 30 points from courses in Philosophy and/or Political Studies and/or Women's Studies

#### **PHIL 214**

**15 Points**

##### **Classical Chinese Philosophy**

An introduction to the philosophical thought of pre-imperial China, which forms the intellectual foundation for almost all subsequent developments in Chinese philosophy and much of Chinese culture in general. Texts studied, in translation, will include the *Analects* of Confucius, *Mozi*, Mencius, the *Daodejing* of Laozi, *Zhuangzi*, *Xunzi*, and *Hanfeizi*.

*Prerequisite:* 30 points in Philosophy or 15 points from ASIAN 100, CHINESE 130, JAPANESE 150 or KOREAN 120

*Restriction:* PHIL 334

#### **PHIL 215**

**15 Points**

##### **20th Century French Philosophy**

An examination of the development of contemporary French philosophy through the intellectual movements of Existentialism, Phenomenology, Structuralism and Post-Structuralism.

*Prerequisite:* 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy

*Restriction:* PHIL 335

#### **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 passed

*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 220 15 Points**

##### **Kant and Hegel**

An examination of the development of German idealism from Kant to Hegel, focusing on Kant's *Critique of Pure Reason* (1781-1787) and Hegel's *Phenomenology of Spirit* (1807).

*Prerequisite:* 30 points in Philosophy

*Restriction:* 280.312, PHIL 340

#### **PHIL 221 15 Points**

##### **Phenomenology and Hermeneutics**

Examines two waves of new philosophical thought that originated in Germany in the early Twentieth Century and gradually spread throughout the world: phenomenology and hermeneutics. Discusses key figures in these movements including Husserl, Heidegger and Gadamer, as well as a selection of others such as Dilthey, Merleau-Ponty, Levinas, Ricoeur, Habermas, Apel, Taylor or Rorty.

*Prerequisite:* 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy

*Restriction:* PHIL 341

#### **PHIL 222 15 Points**

##### **Intermediate Logic**

Natural deduction for propositional and predicate logic; introductory metalogic and related topics in formal logic.

*Prerequisite:* PHIL 101

*Restriction:* PHIL 201

#### **PHIL 224 15 Points**

##### **Buddhist Philosophy**

An introduction to the Buddhist tradition of philosophy, from the teachings of the Buddha to Abhidharma, Madhyamaka, Yogacara (in India, South East Asia and Tibet) and finally to Chan (China) and Zen (Japan).

*Prerequisite:* 30 points in Philosophy or 15 points from ASIAN 100, CHINESE 130, JAPANESE 150 or KOREAN 120

*Restriction:* PHIL 344

#### **PHIL 225 15 Points**

##### **Power, Critique and Emancipation**

An examination of support for political struggles for freedom, justice and recognition through the philosophical critique of modern society. Topics include science and technology, bureaucratisation, social control, social alienation, mass communication, the commodification of culture, and the idea of critique. Theorists may include Horkheimer, Adorno, Marcuse, Benjamin, Arendt, Habermas and Honneth.

*Prerequisite:* Any 30 points in Philosophy

*Restriction:* PHIL 345

#### **PHIL 226 15 Points**

##### **Special Topic**

#### **PHIL 227 15 Points**

##### **Ethical Issues in Biotechnology**

A discussion of ethical issues arising from developments in biotechnology, such as reproductive and genetic technologies. It will focus particularly on the perceived need for social control of individual choice and action in using these technologies, and the difficulties of justifying such restrictions, or agreeing on appropriate constraints, in a morally pluralist society.

*Prerequisite:* 30 points in Philosophy or any 60 points

*Restriction:* PHIL 317

#### **PHIL 228 15 Points**

##### **Special Topic**

#### **PHIL 229 15 Points**

##### **Special Topic**

#### **PHIL 230 15 Points**

##### **Special Topic**

#### **PHIL 250 15 Points**

##### **Environmental Ethics**

Ethical questions relating to the environment and our use of it, including: Does nature have intrinsic value; do we have obligations to preserve species; is biodiversity desirable; what responsibilities do we have to animals; do we have obligations to future generations, especially concerning preservation of the environment; are population control policies ethically defensible.

*Prerequisite:* 30 points in Philosophy or any 60 points

#### **PHIL 260 15 Points**

##### **Philosophy of Science**

What makes science a distinctive way of discovering knowledge about our world whether natural, biological or social? Ever since science started in Ancient Greece, a number of different theories about the worldview, methods and rationality of science have been proposed that distinguish it from religion, pseudo-science and myth. The course examines some of these accounts of the nature of science.

*Prerequisite:* 30 points in Philosophy or any 60 points

*Restriction:* PHIL 360

#### **PHIL 261 15 Points**

##### **Metaphysical Structures of the World**

Metaphysics attempts to give a quite general picture of the nature and structure of the world, and particularly investigates philosophical problems which thereby arise. Science, commonsense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals,



free will, reality, existence etc. Course topics will be selected from such traditional problems.

*Prerequisite:* 30 points in Philosophy or any 60 points passed

*Restriction:* PHIL 361

**PHIL 263** **Philosophy of Biology** **15 Points**

Topics may include: explanation, design and teleology, the status of evolutionary theory, creationism versus evolution, fitness and adaptation, species and the units of evolutionary selection, reduction and the DNA molecule, biological classification, altruism, sociobiology, evolution and ethics, selected topics in the history of biological sciences.

*Prerequisite:* 30 points in Philosophy or any 60 points

*Restriction:* PHIL 363

**PHIL 266** **Games, Rationality and Choice** **15 Points**

Are our decisions a matter of reason alone? How are they influenced by others? And can we reason about what others believe about us? The course introduces some ideas from the logic of preference, decision theory, game theory, probability, and models of belief dynamics. It is a practical course of formal methods for philosophy students, with an emphasis on applications.

*Prerequisite:* 30 points in Philosophy or PHIL 101 or 105

**PHIL 267** **Early Modern Philosophy** **15 Points**

Examines important developments in seventeenth and eighteenth-century philosophy. It will look at refinements in philosophical methodology during this period and their impact on metaphysics, epistemology, philosophy of mind, and ethics.

*Prerequisite:* Any 30 points in Philosophy

*Restriction:* PHIL 208, 309, 328

**Stage III**

**PHIL 302** **Medieval Philosophy** **15 Points**

A detailed introduction to either the work of a leading medieval philosopher, for example Augustine, Abaelard, Scotus or Ockham, or to one or more of the topics which were of interest to medieval philosophers. The course aims to show how understanding medieval philosophy is essential for the history of Christian thought and philosophy up to modern times.

*Prerequisite:* Any 30 points at Stage II in Philosophy

**PHIL 304** **Aristotelian Ethical Theory** **15 Points**

The first part of the course is on modern, neo-Aristotelian, virtue ethics, concentrating on its account of right action, moral dilemmas and the relevance of the emotions. The rest is an advanced study of its origin, namely Aristotle's Nicomachean Ethics, concentrating on his views on what virtues, rationality, and happiness or well-being consist.

*Prerequisite:* Either 30 points at Stage II in Philosophy including PHIL 205 or 210 or 211 or 250, or PHIL 102 and any 30 points at Stage II in Philosophy

**PHIL 305** **Advanced Logic** **15 Points**

The techniques and philosophical significance of modern logical theory, including some model theory, proof theory, set theory and recursion theory. The main objective is to provide a level of understanding

of these topics sufficient for an appreciation of Godel's celebrated proof of the incompleteness of arithmetic.

*Prerequisite:* PHIL 222

**PHIL 306** **Language, Truth and Meaning** **15 Points**

The relationship between language, thought and reality. Topics include: the nature of existence; theories of reference, meaning and truth; and Quine's radical views of meaning and reference. Students are strongly urged to take PHIL 101 (Introduction to Logic) before taking this course.

*Prerequisite:* PHIL 101 and any 30 points at Stage II in Philosophy

**PHIL 307** **Special Topic** **15 Points**

*Prerequisite:* Any 30 points at Stage II in Philosophy

**PHIL 308** **Special Topic** **15 Points**

*Prerequisite:* Any 30 points at Stage II in Philosophy

**PHIL 309** **Early Modern Philosophy** **15 Points**

Examines important developments in seventeenth and eighteenth-century philosophy. It will look at refinements in philosophical methodology during this period and their impact on metaphysics, epistemology, philosophy of mind, and ethics.

*Prerequisite:* Any 30 points at Stage II in Philosophy

*Restriction:* PHIL 208, 267, 328

**PHIL 310** **Political Philosophy 3** **15 Points**

Advanced topics in Political Philosophy.

*Prerequisite:* Any 30 points at Stage II in Philosophy or Political Studies

**PHIL 313** **Special Topic** **15 Points**

*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** **Topics in Applied Logic** **15 Points**

A selection of topics in applied logic such as: modal logic (the logic of necessity and possibility), temporal logic (the logic of time), dynamic logic (the logic of change), and epistemic logic (the logic of knowledge and belief, including the logic of belief revision).

*Prerequisite:* PHIL 222

**PHIL 317** **Ethical Issues in Biotechnology** **15 Points**

A discussion of ethical issues arising from developments in biotechnology, such as reproductive and genetic technologies. It will focus particularly on the perceived need for social control of individual choice and action in using these technologies, and the difficulties of justifying such restrictions, or agreeing on appropriate constraints, in a morally pluralist society.

*Prerequisite:* Any 30 points at Stage II in Philosophy, or SOCSIPH 200 and 15 points in Philosophy at Stage II, or PHIL 260 and either HISTORY 240 or SCIGEN 201

*Restriction:* PHIL 227

**PHIL 318** **Theory of Applied and Professional Ethics** **15 Points**

The application of ethical theory to applied and professional ethics, including topics such as: the role of principles in applied and professional ethics, ethical

expertise, role ethics, dialogue ethics, the ethics of care, ethical issues that arise in professional practice.  
*Prerequisite:* Either 30 points at Stage II in Philosophy including PHIL 205 or 210 or 211 or 250, or PHIL 102 and any 30 points at Stage II in Philosophy

**PHIL 320** **Philosophy of Mind** **15 Points**

There are many philosophical problems concerning mental lives (in particular, human mental lives), how they are constituted, and what makes them possible – problems which have generated a vast literature and diverse important philosophical theories. Theories introduced and critically examined will include dualisms, but will mainly comprise forms of physicalism such as philosophical behaviourism, the identity theory and especially functionalist theories.  
*Prerequisite:* Any 30 points at Stage II in Philosophy or 30 points from HISTORY 240, PHIL 260, SCIGEN 201  
*Restriction:* PHIL 200

**PHIL 322** **Philosophy of Language** **15 Points**

The components of language and its use (expressions, utterances, speech acts); theories of language and its nature (including structuralism, Chomskyan psychologism and platonism); linguistic meaning and its connection with other sorts of meaning (Grice on meaning, sense and reference, truth-conditional theories of meaning); the connection between language, thought and reality.  
*Prerequisite:* 30 points at Stage II in Philosophy or 30 points at Stage II in Linguistics  
*Restriction:* PHIL 202

**PHIL 323** **Philosophy of Logic** **15 Points**

An introduction to philosophical logic, covering at least three of the following topics: use and mention, language and logic, argumentation theory, propositions and sentences, conditionals, disjunctions, and existence and quantification.  
*Prerequisite:* PHIL 222  
*Restriction:* PHIL 223

**PHIL 327** **Philosophy of Religion** **15 Points**

A study of the relationship between reason and faith; is belief in the Judaeo-Christian God reasonable? Topics include: the problem of evil, the meaningfulness of religious language, alternative concepts of God, Hume on miracles and Kierkegaard and William James on faith and reason.  
*Prerequisite:* Any 30 points at Stage II in Philosophy  
*Restriction:* PHIL 207

**PHIL 329** **Schopenhauer and Nietzsche** **15 Points**

A study of the philosophies of Arthur Schopenhauer (1788-1860) and Friedrich Nietzsche (1844-1900), focusing on their respective attitudes towards the value of life and the meaning of suffering. Schopenhauer's emphasis upon transcendent modes of awareness will be compared with Nietzsche's more down-to-earth existentialism, in light of their views on the redeeming value of artistic and aesthetic experience.  
*Prerequisite:* Any 30 points at Stage II in Philosophy or EUROPEAN 100 and 15 points at Stage II in Philosophy  
*Restriction:* PHIL 209

**PHIL 332** **Philosophy of the Arts** **15 Points**

Considers a range of issues debated by contemporary philosophers concerning the origins, function,

definition, ontology, presentation, interpretation, appreciation, expressiveness, representational character, and value of art. Related and applied topics, such as the status of colourised movies, the status of artistic fakes, and the paradox of our enjoying tragedies are also discussed.

*Prerequisite:* Any 30 points at Stage II in Philosophy  
*Restriction:* PHIL 212

**PHIL 334** **Classical Chinese Philosophy** **15 Points**

An introduction to the philosophical thought of pre-imperial China, which forms the intellectual foundation for almost all subsequent developments in Chinese philosophy and much of Chinese culture in general. Texts studied, in translation, will include the *Analects* of Confucius, *Mozi*, *Mencius*, the *Daodejing* of Laozi, *Zhuangzi*, *Xunzi*, and *Hanfeizi*.  
*Prerequisite:* 30 points at Stage II in Philosophy or 15 points at Stage II in Philosophy and 15 points from ASIAN 100, CHINESE 130, JAPANESE 150 or KOREAN 120  
*Restriction:* PHIL 214

**PHIL 335** **20th Century French Philosophy** **15 Points**

An examination of the development of contemporary French philosophy through the intellectual movements of Existentialism, Phenomenology, Structuralism and Post-Structuralism.  
*Prerequisite:* Any 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy  
*Restriction:* PHIL 215

**PHIL 337** **Philosophy of Law** **15 Points**

Themes in contemporary Western philosophy of law, relating to debates between liberal and non-liberal conceptions of law, including questions about the nature of legal rules, legal reasons and the relationship between law and morality. Major positions in legal theory will be covered, from legal positivism to critical legal studies.  
*Prerequisite:* 30 points at Stage II in Philosophy, or 15 points at Stage II in Philosophy and CRIM 201 or 202  
*Restriction:* PHIL 217

**PHIL 338** **Problems in Epistemology** **15 Points**

Epistemology is the study of knowledge, rationality, belief and related topics. This course will give an overview of epistemology but will focus on three main issues: foundationalism versus coherentism, internalism versus externalism and replies to scepticism.  
*Prerequisite:* Any 30 points at Stage II in Philosophy  
*Restriction:* PHIL 218

**PHIL 340** **Kant and Hegel** **15 Points**

An examination of the development of German idealism from Kant to Hegel, focusing on Kant's *Critique of Pure Reason* (1781-1787) and Hegel's *Phenomenology of Spirit* (1807).  
*Prerequisite:* Any 30 points at Stage II in Philosophy or EUROPEAN 100 and 15 points at Stage II in Philosophy  
*Restriction:* 280.312, PHIL 220

**PHIL 341** **Phenomenology and Hermeneutics** **15 Points**

Examines two waves of new philosophical thought that originated in Germany in the early Twentieth Century and gradually spread throughout the world: phenomenology and hermeneutics. Discusses key figures in these movements including Husserl,

Heidegger and Gadamer, as well as a selection of others such as Dilthey, Merleau-Ponty, Levinas, Ricoeur, Habermas, Apel, Taylor or Rorty.

*Prerequisite:* Any 30 points at Stage II in Philosophy or EUROPEAN 100 and 15 points at Stage II in Philosophy  
*Restriction:* PHIL 221

**PHIL 344 15 Points**  
**Buddhist Philosophy**

An introduction to the Buddhist tradition of philosophy, from the teachings of the Buddha to Abhidharma, Madhyamaka, Yogacara (in India, South East Asia and Tibet) and finally to Chan (China) and Zen (Japan).

*Prerequisite:* 30 points at Stage II in Philosophy or 15 points at Stage II in Philosophy and 15 points from ASIAN 100, CHINESE 130, JAPANESE 150 or KOREAN 120  
*Restriction:* PHIL 224

**PHIL 345 15 Points**  
**Power, Critique and Emancipation**

An examination of support for political struggles for freedom, justice and recognition through the philosophical critique of modern society. Topics include science and technology, bureaucratisation, social control, social alienation, mass communication, the commodification of culture, and the idea of critique. Theorists may include Horkheimer, Adorno, Marcuse, Benjamin, Arendt, Habermas and Honneth.  
*Prerequisite:* 30 points at Stage II in Philosophy  
*Restriction:* PHIL 225

**PHIL 346 15 Points**  
**Special Topic**

**PHIL 348 15 Points**  
**Special Topic**

**PHIL 349 15 Points**  
**Special Topic**

**PHIL 350 15 Points**  
**Special Topic**

**PHIL 360 15 Points**  
**Philosophy of Science**

What makes science a distinctive way of discovering knowledge about our world whether natural, biological or social? Ever since science started in Ancient Greece, a number of different theories about the worldview, methods and rationality of science have been proposed that distinguish it from religion, pseudo-science and myth. The course examines some of these accounts of the nature of science.

*Prerequisite:* Any 30 points at Stage II in Philosophy or HISTORY 240 and SCIGEN 201

*Restriction:* PHIL 260

**PHIL 361 15 Points**  
**Metaphysical Structures of the World**

Metaphysics attempts to give a quite general picture of the nature and structure of the world, and particularly investigates philosophical problems which thereby arise. Science, commonsense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals, free will, reality, existence etc. Course topics will be selected from such traditional problems.

*Prerequisite:* Any 30 points at Stage II in Philosophy or 30 points from HISTORY 240, PHIL 260, SCIGEN 201

*Restriction:* PHIL 261

**PHIL 363 15 Points**

**Philosophy of Biology**

Topics may include: explanation, design and teleology, the status of evolutionary theory, creationism versus evolution, fitness and adaptation, species and the units of evolutionary selection, reduction and the DNA molecule, biological classification, altruism, sociobiology, evolution and ethics, selected topics in the history of biological sciences.

*Prerequisite:* Any 30 points at Stage II in Philosophy or 30 points from HISTORY 240, PHIL 260, SCIGEN 201

*Restriction:* PHIL 263

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**Postgraduate 700 Level Courses**

**PHIL 720 30 Points**

**PHIL 720A 15 Points**

**PHIL 720B 15 Points**

**Special Studies**

Directed study on a topic or topics approved by the Head of Department.

*To complete this course students must enrol in PHIL 720 A and B, or PHIL 720*

**PHIL 721 30 Points**

**Special Topic**

**PHIL 722 30 Points**

**Special Topic**

**PHIL 723 30 Points**

**Special Topic**

**PHIL 724 30 Points**

**Special Topic**

**PHIL 725 30 Points**

**Special Topic**

**PHIL 726 15 Points**

**Ethics 1**

Discussion of selected topics in Ethics.

**PHIL 727 15 Points**

**Ethics 2**

Discussion of selected topics in Ethics.

**PHIL 728 15 Points**

**Political Philosophy 1**

Discussion of selected topics in political philosophy.

**PHIL 729 15 Points**

**Political Philosophy 2**

Discussion of selected topics in political philosophy.

**PHIL 730 15 Points**

**Philosophy of Law**

Discussion of selected topics in philosophy of law.

**PHIL 731 15 Points**

**Philosophy of the Arts 1**

Discussion of selected topics in philosophy of the arts.

**PHIL 732 15 Points**

**Philosophy of the Arts 2**

Discussion of selected topics in philosophy of the arts.

**PHIL 736 15 Points**

**Logic 1**

Discussion of selected topics in logic.

**PHIL 737 15 Points**

**Logic 2**

Discussion of selected topics in logic.



<b>PHIL 738</b> <b>Philosophical Logic</b> Discussion of selected topics in philosophical logic.	<b>15 Points</b>	<b>PHIL 755</b> <b>History of Philosophy 2</b> Discussion of selected topics in the history of philosophy.	<b>15 Points</b>
<b>PHIL 739</b> <b>Philosophy of Language</b> Discussion of selected topics in philosophy of language.	<b>15 Points</b>	<b>PHIL 756</b> <b>History of Philosophy 3</b> Discussion of selected topics in the history of philosophy.	<b>15 Points</b>
<b>PHIL 740</b> <b>Metaphysics 1</b> Discussion of selected topics in metaphysics.	<b>15 Points</b>	<b>PHIL 757</b> <b>European Continental Philosophy 1</b> Discussion of selected topics in European continental philosophy.	<b>15 Points</b>
<b>PHIL 741</b>	<b>15 Points</b>	<b>PHIL 758</b> <b>European Continental Philosophy 2</b> Discussion of selected topics in European continental philosophy.	<b>15 Points</b>
<b>PHIL 741A</b>	<b>7.5 Points</b>	<b>PHIL 759</b> <b>European Continental Philosophy 3</b> Discussion of selected topics in European continental philosophy.	<b>15 Points</b>
<b>PHIL 741B</b>	<b>7.5 Points</b>	<b>PHIL 762</b> <b>Special Topic: God, Morality and Immortality</b> Explores recent work in analytic philosophy at the boundaries between moral philosophy, philosophy of religion, and metaphysics. The course will focus on the following two questions: What is the relationship between God and morality? What is the relationship between immortality and morality?	<b>15 Points</b>
<b>Metaphysics 2</b> Discussion of selected topics in metaphysics. <i>To complete this course students must enrol in PHIL 741 A and B, or PHIL 741</i>		<b>PHIL 763</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PHIL 742</b> <b>Philosophy of Religion 1</b> Discussion of selected topics in philosophy of religion.	<b>15 Points</b>	<b>PHIL 764</b> <b>Medical Ethics</b> Discussion of selected topics in medical ethics.	<b>15 Points</b>
<b>PHIL 743</b> <b>Philosophy of Religion 2</b> Discussion of selected topics in philosophy of religion.	<b>15 Points</b>	<b>PHIL 765</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PHIL 745</b> <b>Philosophy of Mind 1</b> Discussion of selected topics in philosophy of mind.	<b>15 Points</b>	<b>PHIL 766</b> <b>Special Topic: Philosophy and Methodology</b> From its beginning philosophy became a subject based on reason and argument. What are those processes and why are they central to philosophy? The course studies both substantive issues in philosophy (such as theories of truth) and methodological issues concerning the role of reasoning and logic in order to answer substantive questions within different traditions and styles of philosophy.	<b>15 Points</b>
<b>PHIL 746</b> <b>Philosophy of Mind 2</b> Discussion of selected topics in philosophy of mind.	<b>15 Points</b>	<b>PHIL 767</b> <b>Global Justice</b> Examination of issues related to global justice, eg, What, if anything, are people owed as a matter of justice in the global context? Is global equality of opportunity an important ideal? Which restrictions on immigration, if any, are justified? Are protectionist policies in trade justified? How can we better assist those in poor countries who are trying to help themselves? <i>Restriction: PHIL 310</i>	<b>15 Points</b>
<b>PHIL 747</b> <b>Epistemology 1</b> Discussion of selected topics in epistemology.	<b>15 Points</b>	<b>PHIL 768</b> <b>Special Studies</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 748</b> <b>Epistemology 2</b> Discussion of selected topics in epistemology.	<b>15 Points</b>		
<b>PHIL 749</b> <b>Philosophy of Science 1</b> Discussion of selected topics in philosophy of science.	<b>15 Points</b>		
<b>PHIL 750</b>	<b>15 Points</b>		
<b>PHIL 750A</b>	<b>7.5 Points</b>		
<b>PHIL 750B</b>	<b>7.5 Points</b>		
<b>Philosophy of Science 2</b> Discussion of selected topics in philosophy of science. <i>To complete this course students must enrol in PHIL 750 A and B, or PHIL 750</i>			
<b>PHIL 752</b> <b>Ancient/Medieval Philosophy 1</b> Discussion of selected topics in ancient and medieval philosophy.	<b>15 Points</b>		
<b>PHIL 753</b> <b>Ancient/Medieval Philosophy 2</b> Discussion of selected topics in ancient and medieval philosophy.	<b>15 Points</b>		
<b>PHIL 754</b> <b>History of Philosophy 1</b> Discussion of selected topics in the history of philosophy.	<b>15 Points</b>		

<b>PHIL 769</b> <b>Special Studies</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 770</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 771</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 772</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 773</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 774</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 775</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 776</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<b>PHIL 777</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Head of Department.	<b>15 Points</b>
<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>Dissertation</b> <i>To complete this course students must enrol in PHIL 782 A and B, or PHIL 782</i>	
<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> <i>To complete this course students must enrol in PHIL 792 A and B, or PHIL 792</i>	
<b>PHIL 796A</b>	<b>60 Points</b>
<b>PHIL 796B</b>	<b>60 Points</b>
<b>Thesis</b> <i>Prerequisite: A BA(Hons) in Philosophy with at least Second Class Honours, First Division, or equivalent</i> <i>To complete this course students must enrol in PHIL 796 A and B</i>	
<b>PHIL 797A</b>	<b>60 Points</b>
<b>PHIL 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b> <i>To complete this course students must enrol in PHIL 797 A and B</i>	

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## Political Studies

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### Stage I

#### **POLITICS 106** **15 Points** **International Relations**

An introduction to the study of international relations. The focus is on how international organisations, states and non-state actors raise and address global challenges such as security and human insecurity, humanitarian intervention, global trade and finance, development and poverty, environmental degradation, warfare, and respect for human rights. The course is informed by and introduces a range of international relations theories.

*Restriction: 285.111*

#### **POLITICS 107** **15 Points**

#### **POLITICS 107G** **15 Points** **New Zealand Politics**

An examination of who governs New Zealand and in whose interests. Topics include: government formation and functioning under MMP, political leadership, national identity, parties and elections, the role of the media in election campaigns, the place of Māori within the political system, and business and politics.

#### **POLITICS 109** **15 Points** **Foundations of Western Politics and Law**

An examination, via the works of selected major European thinkers from Ancient Greece to late nineteenth-century Britain, of ideas central to the western tradition of political thought: law, liberty, subjection, rights, justice, citizenship, authority, the rights of women, kingship, republicanism, and the right to resist governments. Thinkers studied include: Plato, Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Bentham, Mill and Marx.

#### **POLITICS 113** **15 Points** **Politics and the Media**

An examination of the political importance of media and communication. Introduces students to theories and research dealing with the role of mass-mediated messages, images, symbols and opinions in political life. Topics include: the role of media in democracy, media and power relationships, the telecommunications revolution and its political consequences, newspaper and television constructions of political events, leaders, election campaigns, scandals, crises, foreign enemies.

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### Stage II

#### **POLITICS 209** **15 Points** **Modern Political Thought**

A survey of contemporary paradigms in political thought that shape our ideas about politics and society. We will examine different varieties of liberalism, communitarianism, multiculturalism, feminism, socialism and utilitarianism, and the ways they influence our beliefs about justice, liberty, equality, the legitimacy of state regulation, and our duties as citizens towards each other and to the wider global community.

*Prerequisite: 30 points at Stage I in Political Studies, or 15 points at Stage I in Political Studies and EUROPEAN 100, or 15 points at Stage I in Political Studies and 15 points in Philosophy*



- POLITICS 213** **15 Points**  
**Gender, Politics and International Relations**  
 An overview of feminist perspectives in political science and international relations. New gendered theories have challenged the assumptions of mainstream political analysis. These theories are applied to issues such as democracy and representation, leadership and policy making, human rights, conflict and security, and the emergence of transnational feminist networks and their potential to affect power shifts in local, national and international politics.  
*Prerequisite:* Any 30 points at Stage I in Political Studies and/or Women's Studies or 60 points in BA, or Departmental approval required  
*Restriction:* POLITICS 353
- POLITICS 218** **15 Points**  
**American Politics and Policy**  
 An overview of structures and processes in American politics and policy. Topics include American political development, elements of civil society, the machinery of government, and contemporary politics and policy.  
*Prerequisite:* Any 30 points at Stage I in Political Studies
- POLITICS 220** **15 Points**  
**The European Union**  
 A comprehensive introduction to the European Union: its history, constitutional development, institutions and policies. Provides a good understanding for the issues that influence past and future development of the EU as well as insights into the drivers and direction of European integration.  
*Prerequisite:* Any 30 points at Stage I in Political Studies or EUROPEAN 100
- POLITICS 222** **15 Points**  
**Public Policy: Actors, Processes and Politics**  
 Designed to enable development of a conceptual 'tool-kit' for the explanation and evaluation of public policy. Examines the role of policy actors such as interest groups, business, technical experts and government agencies; the way in which the international economy and domestic political institutions shape policy outcomes, the recognition and diagnosis of policy problems, and the rationality of policy decision-making.  
*Prerequisite:* Any 30 points at Stage I in Political Studies or Māori Studies or MAORI 130, or 30 points passed at Stage I listed in Social Science for Public Health
- POLITICS 223** **15 Points**  
**Comparative Politics**  
 How do political systems operate around the world? Examines institutions, ideas, processes and patterns of behaviour across various countries and types of government. Considers issues such as the locus of power, opportunities for popular participation, and the significance of political culture.  
*Prerequisite:* Any 30 points at Stage I in Political Studies or 60 points in BA, or Departmental approval required  
*Restriction:* POLITICS 323
- POLITICS 226** **15 Points**  
**International Relations: Asia-Pacific**  
 A study of international relations in the Asia-Pacific region, with attention given to current issues and foreign policies of selected states, including: USA, Japan, China, Indonesia, Australia, Russia, New Zealand and ASEAN.  
*Prerequisite:* Any 30 points at Stage I in Political Studies
- POLITICS 228** **15 Points**  
**Comparative Media Politics**  
 A comparative examination of the political content of the media, particularly television, and the factors that influence that content.  
*Prerequisite:* 30 points at Stage I in Political Studies or FTVMS 100 and 101  
*Restriction:* POLITICS 328
- POLITICS 229** **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:* Any 30 points passed at Stage I in Political Studies or Māori Studies, or any 60 points passed
- POLITICS 231** **15 Points**  
**Media, Opinion and Propaganda**  
 Discusses who really controls government: media, public, or political parties. Topics include public opinion formation; realities of the media profession; political parties' media management and communication; political marketing; and classic and modern propaganda.  
*Prerequisite:* Any 30 points at Stage I in Political Studies or FTVMS 100 and 101
- 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:* Any 30 points at Stage I in Political Studies  
*Restriction:* POLITICS 352
- POLITICS 233** **15 Points**  
**Journalism and the Public Sphere**  
 Some critics have voiced concerns about the future of journalism, and about the apparent lack of a unified public space where citizens can converse seriously about matters of collective concern. What is the future for public debate? Is the public sphere disintegrating? The course surveys the history of tabloid news and reviews modernist and post-modernist responses to contemporary mediated cultures.  
*Prerequisite:* Any 30 points at Stage I in Political Studies or FTVMS 100 and 101
- POLITICS 236** **15 Points**  
**Special Topic: Propaganda in War and Peace**  
 Provides students with a means by which to identify the use of propaganda in war and peace. From the development of theories on the nature and effect of propaganda it moves to its application in international affairs, domestic politics and corporate affairs from the First World War to the present day and the 'war on terror'.  
*Prerequisite:* Any 30 points at Stage I in Political Studies, or FTVMS 100 and 101
- POLITICS 237** **15 Points**  
**Critical Security Studies**  
 Facilitates students' critical engagement with

contemporary debates on insecurity and security. A number of current global security issues are examined, including current global military conflicts and their relationship to sources of security and insecurity, concepts and practices of human security, peacekeeping and humanitarian intervention, health epidemics, migration and the environment.

*Prerequisite:* Any 30 points at Stage I in Political Studies  
*Restriction:* POLITICS 357

**POLITICS 238** **Censorship and Toleration** **15 Points**

Considers theoretically aspects of toleration and persecution and attempts to control the public expression of political, religious and moral thought.

*Prerequisite:* Any 30 points at Stage I in Political Studies or 30 points from MĀORI 130, PHIL 103, POLITICS 109, SOCIOLOGY 100, 101, 103

**POLITICS 239** **Special Topic: Comparative Politics of South and South East Asia** **15 Points**

Explores the different political paths taken by states in South and South East Asia in recent decades. The region now contains consolidated democracies, long-standing semi-authoritarian states and military-led governments. Some states have enjoyed political stability and economic growth while others have teetered on the brink of failure. This course assesses theoretical and other explanations for these different outcomes.

*Prerequisite:* Any 30 points at Stage I in Political Studies

**POLITICS 240** **New Zealand Diplomacy** **15 Points**

Analysis and assessment of the roles, institutions, and practices of New Zealand diplomats and their work in political and international context. Topics will include diplomacy, trade, defence, and relations with key states, regions and international organisations with which New Zealand interacts. Lecturers will include Ministry of Foreign Affairs and Trade officials and guest speakers.

*Prerequisite:* Any 30 points at Stage I in Political Studies  
*Restriction:* POLITICS 340

**POLITICS 241** **New Zealand Foreign Policy** **15 Points**

Analysis and assessment of New Zealand's current diplomatic, economic, security, and international environmental policies. Includes New Zealand's relations with the United States, Australia, Europe, Asia, and the South Pacific. Interactions with international and regional organisations will be covered. Also examines the politics of foreign policy decision-making processes.

*Prerequisite:* Any 30 points at Stage I in Political Studies  
*Restriction:* POLITICS 204

**POLITICS 244** **Comparative Foreign Policies** **15 Points**

Analyses, compares and assesses the foreign policies of the United States, Great Britain, Germany and France and the Common Foreign and Security Policy of the EU. Discusses security and trade policies, diplomacy and democracy-promotion initiatives regarding Russia, the Middle East, South Asia and the Asia-Pacific, as well as interactions with international organisations such as NATO and the WTO.

*Prerequisite:* 30 points at Stage I in Political Studies  
*Restriction:* POLITICS 344

**POLITICS 245** **Capitalism and its Critics** **15 Points**

An account of the main variants of capitalism, criticisms of capitalism, and some alternatives. Topics include: markets in theory and practice; the value of efficiency and capitalism's growth imperative; consumer sovereignty; alienation; unemployment; meaningful work; planned economies and market socialism; incentives and the profit motive; democracy at work; labour market regulation; inequality and poverty.

*Prerequisite:* 30 points at Stage I in Political Studies or 15 points at Stage I in Political Studies and 15 points at Stage I in Philosophy

**POLITICS 249** **Freedom and Limits of State Action** **15 Points**

Treats ideas about freedom, public goods, and the role of the state in political theory. Topics include the relation between freedom, well-being, and resources, paternalism, irrational decision making, coercion to enforce morality, collective action problems, public goods and how to value them.

*Prerequisite:* Any 30 points at Stage I in Political Studies, or 15 points at Stage I in Political Studies and 15 points at Stage I in Philosophy

**POLITICS 254** **China and the World** **15 Points**

A comprehensive investigation of China's engagement with the world. Focuses on China's relations with its neighbouring countries and other parts of the world. Examines China's involvement in international institutions such as the United Nations, the world trade system, the environment and human rights.

*Prerequisite:* Any 30 points at Stage I in Political Studies, Asian Studies or History  
*Restriction:* POLITICS 354

**POLITICS 256** **Special Topic** **15 Points**

**POLITICS 257** **Special Topic** **15 Points**

*Prerequisite:* Any 30 points at Stage I in Political Studies

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**Stage III**

**POLITICS 313** **Global Environmental Politics** **15 Points**

Examines global environmental security, problems, policies and regimes. Focuses on international and domestic environmental politics with case studies, including the issue of the ratification of the Kyoto Protocol in Australia, New Zealand and the United States. Covers the relations between environment and a range of issues, such as economic development, conflicts, social power, civil society, and human security.

*Prerequisite:* Any 30 points at Stage II in Political Studies

**POLITICS 314** **Democracy in Theory and Practice** **15 Points**

Examines current democratic theories at the nexus of philosophy and practice. Considers issues raised by both democratic and anti-democratic theorists. Specific topics include: referenda, deliberation, citizenship, and political representation (including the question of Māori representation).

*Prerequisite:* Any 30 points at Stage II in Political Studies, or 15 points at Stage II in Political Studies and 15 points

at Stage II in Economics or History or Philosophy or Māori Studies or Sociology  
Restriction: *POLITICS 214*

**POLITICS 315** **The Practice of Politics** **15 Points**

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: Any 30 points at Stage II in Political Studies*

**POLITICS 318** **International Relations Theory** **15 Points**

Modern theories and new issues of international relations examined in the light of empirical, logical and normative evidence.

*Prerequisite: Any 30 points at Stage II in Political Studies or Asian Studies*

**POLITICS 320** **Social Justice** **15 Points**

An examination of contemporary theories of justice, including liberal defences of distributive justice and their critics. Discusses the relationship between justice and equality and liberty, structuralist critiques of the liberal paradigm, the relationship between redistribution and recognition of cultural and gendered identity.

*Prerequisite: Any 30 points at Stage II in Political Studies or Philosophy*

**POLITICS 327** **International Security and Conflict** **15 Points**

An analysis of the causes of insecurity and conflict in global politics, including war, terrorism, ethnic conflict, environmental insecurity, gender, food and other forms of human insecurity. The course considers theoretical explanations for these security dilemmas and discusses different approaches to achieving global security and conflict resolution, including peacekeeping and peace-building, diplomacy, arms control and disarmament, environmental and human rights regimes.

*Prerequisite: Any 30 points at Stage II in Political Studies or 30 points from LATINAM 201, 216, 306*

**POLITICS 328** **Comparative Media Politics** **15 Points**

A comparative examination of the political content of the media, particularly television, and the factors that influence that content.

*Prerequisite: Any 30 points at Stage II in Political Studies, or from FTVMS 200–214, 216–219*

*Restriction: POLITICS 228*

**POLITICS 337** **Methods for Policy Research** **15 Points**

Offers a framework for thinking about policy issues and introduces students to a variety of qualitative and quantitative methods for engaging in policy research and the presentational and 'people' skills for policy analysts.

*Prerequisite: Any 30 points at Stage II in Political Studies*

**POLITICS 340** **New Zealand Diplomacy** **15 Points**

Analysis and assessment of the roles, institutions, and practices of New Zealand diplomats and their work in political and international context. Topics will include diplomacy, trade, defence, and relations with

key states, regions and international organisations with which New Zealand interacts. Lecturers will include Ministry of Foreign Affairs and Trade officials and guest speakers.

*Prerequisite: Any 30 points at Stage II in Political Studies*  
*Restriction: POLITICS 240*

**POLITICS 341** **International Political Economy** **15 Points**

Offers an advanced survey of topics in the study of international political economy. A theoretical and historical examination of economic globalisation and consideration of the role of the state and non-state actors in shaping the regional and global integration of political economies.

*Prerequisite: Any 30 points at Stage II in Political Studies*

**POLITICS 343** **Nationalism and Internationalism in Political Thought** **15 Points**

A survey of the development of the concepts of nationalism and internationalism in post-Enlightenment political thought, and current debates about these subjects in contemporary liberal and non-liberal political theory.

*Prerequisite: Any 30 points at Stage II in Political Studies, or 15 points at Stage II in Political Studies and 15 points at Stage II in History or Philosophy*

*Restriction: POLITICS 235*

**POLITICS 344** **Comparative Foreign Policies** **15 Points**

Analyses, compares and assesses the foreign policies of the United States, Great Britain, Germany and France and the Common Foreign and Security Policy of the EU. Discusses security and trade policies, diplomacy and democracy-promotion initiatives regarding Russia, the Middle East, South Asia and the Asia-Pacific, as well as interactions with international organisations such as NATO and the WTO.

*Prerequisite: Any 30 points at Stage II in Political Studies*

*Restriction: POLITICS 244*

**POLITICS 345** **Political Marketing** **15 Points**

Studies how and why political organisations such as political parties use business techniques and concepts.

*Prerequisite: Any 30 points at Stage II in Political Studies*

**POLITICS 346** **Special Topic** **15 Points**

*Prerequisite: Any 30 points at Stage II in Political Studies*

**POLITICS 347** **Special Topic: The Political Economy of Technological Innovation** **15 Points**

How are states and industrial actors coping in an age of hyper-competition over the development of high-tech goods and services? This course explores theories of state capacity and firms' learning capabilities as they relate to debates over national innovation systems. Rich empirical case studies are examined to test the utility of these analytical frameworks.

*Prerequisite: Any 30 points at Stage II in Political Studies*

**POLITICS 348** **International Organisations in Global Politics** **15 Points**

An advanced examination of the study of international organisations in global politics. Focuses on theoretical approaches to the study of international organisations and exploration of the changing roles, functions and norms of these international organisations in such areas as security; economic relations; protection of the environment; and human rights and social justice.

*Prerequisite: Any 30 points at Stage II in Political Studies*



**POLITICS 352****15 Points****New Zealand Parties, Leaders and Elections**

An examination of New Zealand's political parties and the changing party system. Topics will include: the emergence of multi-party politics, candidate selection methods, parties and the media, the controversy over party finance and campaign funding, the so-called 'Americanization' of modern electoral campaigns, and changing patterns of electoral participation and support.

*Prerequisite:* 30 points at Stage II in Political Studies

*Restriction:* POLITICS 232

**POLITICS 353****15 Points****Gender, Politics and International Relations**

An overview of feminist perspectives in political science and international relations. New gendered theories have challenged the assumptions of mainstream political analysis. These theories are applied to issues such as democracy and representation, leadership and policy making, human rights, conflict and security, and the emergence of transnational feminist networks and their potential to affect power shifts in local, national and international politics.

*Prerequisite:* Any 30 points at Stage II in Political Studies or Women's Studies

*Restriction:* POLITICS 213

**POLITICS 354****15 Points****China and the World**

Offers a comprehensive investigation of China's engagement with the world. Focuses on China's relations with its neighbouring countries and other parts of the world. Examines China's involvement in international institutions, such as the United Nations, the world trade system, the environment and human rights.

*Prerequisite:* 30 points at Stage II in Political Studies

*Restriction:* POLITICS 254

**POLITICS 355****15 Points****Global Politics of Development**

A study of the politics of global development, exploring both key ways of thinking about and approaching contemporary development issues and case studies. Focuses on post-structural theoretical approaches to development and exploration of the relationships between concepts of development and ideas and practices of globalisation, post-colonialism, feminism, intervention, post-development, international political economy and international organisations.

*Prerequisite:* 30 points at Stage II in Political Studies

*Restriction:* POLITICS 255

**POLITICS 356****15 Points****Special Topic: Comparative Perspectives on Ethno-Political Violence**

A study of theories of group violence and an examination of a number of historic and current cases of 'deadly ethnic riots', communal and separatist conflict and genocide. The course will assess how and why states experience sudden destructive conflict, and why some find their way out of this turmoil while others become trapped in a cycle of violence and poverty.

*Prerequisite:* Any 30 points at Stage II in Political Studies

**POLITICS 357****15 Points****Critical Security Studies**

Facilitates students' critical engagement with contemporary debates on insecurity and security. A number of current global security issues are examined, including current global military conflicts

and their relationships to sources of security and insecurity, concepts and practices of human security, peacekeeping and humanitarian intervention, health epidemics, migration and the environment.

*Prerequisite:* 30 points at Stage II in Political Studies

*Restriction:* POLITICS 237

**Postgraduate 700 Level Courses****POLITICS 703****15 Points****New Media Politics**

Who pays and who benefits from deregulation in the communication and information industries? What are the political system implications and the social and cultural consequences? Are the trends in the applications of convergent information technologies exclusionary or inclusive?

**POLITICS 705****15 Points****Rights: History, Theory and Practice**

Explores both descriptive and normative theories of rights and their application to contemporary politics. Topics may include concepts of rights, sovereignty, property, the universalism of human rights, and feminist, indigenous and Marxist critiques.

*Restriction:* POLITICS 765

**POLITICS 720****15 Points****Democracy in New Zealand?**

An examination of ways in which democracy can be achieved, comparing New Zealand with other countries using a democratic audit. Topics covered include: representation for individuals and groups, electoral systems, who should participate, deliberation and consensus, decision-making, and political rights.

**POLITICS 724****15 Points****Identity Politics**

Explores the theoretical implications of identity politics based on gender, race, ethnicity, sexuality. Considers the effects of these claims on liberty, justice, equal citizenship, political representation and participation. Readings cover liberalism, feminism, communitarianism and deliberative democracy.

**POLITICS 729****15 Points****Feminist Political Theory**

A survey of the major feminist contributions to politics and political theory. Examines feminist approaches to justice, power, citizenship, equality and difference, and feminist interpretations of international relations theory.

**POLITICS 732****15 Points****Comparative Election Campaigns**

Comparative research on election campaigns reveals increasing electoral volatility and the growing significance of the media to voter choice. Political Campaigning has become nearly continuous between elections, and insights from campaign research can illuminate trends in political communication more generally. What do citizens bring to, seek, and take away from televised debates, news stories, internet chat groups and political advertisements?

**POLITICS 735****15 Points****Policy, Knowledge and Power**

The focusing question for this course is 'What constitutes good policy-making?' This question is examined from four competing perspectives which emphasise technical expertise, bargaining, negotiation and brokerage between conflicting interests and advocacy, coalitions, the usage of

market-like mechanisms and disciplines, and models of participatory democracy applied to policy-making settings. In doing so, themes of knowledge, rationality, legitimacy and power are examined.

**POLITICS 736** **15 Points**  
**Transitional Dynamics**

Examines the ways in which recent politics, world-wide, has been a politics of regime transition, a politics of the creation of regional and global groupings, a politics of market penetration and global acculturation, and a politics of changing theoretical perceptions of what politics is. Examines and theorises the transitions these changes encompass and (probably) foreshadow.

**POLITICS 737** **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**

**Media, Ideas and Revolution**

Revolutions are politics writ large, moments when political reality and political aspirations collide and erupt in often epochal transformations. This course considers the aspirations and the reality, examining the role of revolution as an immensely influential idea (whether dream or nightmare) and hugely consequential event (whether willed, determined or contingent).

**POLITICS 741** **15 Points**

**Political Theory, Public Policy and Health**

Considers the intersection between theory, policy, and problems in health. Topics include: defining health and its value; the role of government and markets in providing health care; allocating resources in a government health system; justice, inequalities, and health; coercion to control the spread of disease, whether caused by pathogens (eg, pandemic influenza) or lifestyle.

**POLITICS 743** **15 Points**

**Global Civil Society**

Introduces students to debates concerning the nature of world politics and the future of international relations theory. Considers how norms, interests, identities, cultures and non-state actors really matter in understanding conflict and cooperation in global politics. Of interest to students not only of IR theory but also cultural difference, the politics of ideas and identities, and the impact of social movements.

*Restriction: POLITICS 739*

**POLITICS 745** **15 Points**

**Marketing Leaders and Policy to the Public**

Explores how political leaders and elected officials behave in relation to public opinion, within the context of the relationship between government and citizens and democracy. The course focuses on how politicians use tools such as market research, strategy, branding, consultation and delivery management in government, after they are elected, using practitioner as well as academic literature.

**POLITICS 746** **15 Points**

**International Organisations**

Analyses the roles of international organisations in

world affairs. Examines the origins and development of international organisations as well as their types and functions. Discusses the participation of states in these organisations. Explores the multilateral approach to such global issues as peace and security, trade and finance, environmental protection, human rights, public health, oil security, and others.

**POLITICS 750** **15 Points**

**International Relations and Human Rights**

An analysis of how governments adopt and implement human rights norms, negotiate human rights treaties with other governments, interact with United Nations human rights institutions, and set up courts to try human rights violations. Includes domestic politics as they bear on international human rights issues.

**POLITICS 751** **15 Points**

**Great Power Relations**

Examines great power relations in global politics, focusing on the United States, China, Japan and Russia. Discusses power transition theories, grand strategies and foreign policymaking. Investigates great power interactions on various issues. Analyses bilateral relations.

**POLITICS 754** **15 Points**

**Critical Issues in International Security**

Examines one or more critical issues in international security, including but not limited to nuclear proliferation and disarmament, terrorism and insurgencies, territorial and resource disputes, civil wars, and more. The course explores theoretical approaches to critical security issues, as well as policy implications, and emphasises the role of non-material factors in understanding the roots and solutions to critical security issues.

**POLITICS 755** **30 Points**

**POLITICS 755A** **15 Points**

**POLITICS 755B** **15 Points**

**Dissertation in International Relations and Human Rights**

To complete this course students must enrol in *POLITICS 755 A and B*, or *POLITICS 755*

**POLITICS 756** **15 Points**

**New Zealand Government**

An examination of the composition, functions and powers of New Zealand's political institutions under MMP. Analyses the extent to which factors such as political leadership, policy, electoral and parliamentary tactics, and relations between the major and minor parties contribute to a government's success.

**POLITICS 757** **15 Points**

**Comparative Public Policy**

A comparative examination of 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 758** **15 Points**

**Research Design in Political Science**

Prepares students for empirical research in theses and dissertations. An introduction to the basic ideas and concepts of research design, followed by



critical analysis of some of the most influential books published in political science over the last 15 years or so.

**POLITICS 760 15 Points**

**Research Design: Research Proposal**

A 5,000-8,000 word research proposal. Its subject matter will be related to POLITICS 758.

*Prerequisite:* POLITICS 758

**POLITICS 763 15 Points**

**Contemporary Global Governance**

Examines the structures, norms and practices of contemporary global governance. Explores theoretical concepts of and key debates concerning global governance, and the place of these debates in disciplinary international relations and looks at the various actors and frameworks of global governance. The course focuses on issues of poverty reduction, HIV/AIDS, and security and intervention.

**POLITICS 764 15 Points**

**Comparative Politics**

An overview of the field of comparative politics, identifying the major current areas of cutting-edge research, and examining the key principles of the comparative method.

**POLITICS 766 15 Points**

**Policy and Management**

An overview of the fields of public policy and public sector management, identifying the major current areas of cutting-edge research.

**POLITICS 767 15 Points**

**Managing Research Projects**

Principles and practices in the design, management and reporting of Research Projects.

**POLITICS 768 15 Points**

**Economic Statecraft**

An examination of how governments, particularly the United States, New Zealand, and selected European states, decide upon and conduct their international economic policies. Topics to include bilateral and multilateral trade negotiations and disputes, trade remedies and economic sanctions, controversies surrounding aid, investment, tourism and intellectual property, and reactions to globalisation. Multilateral agreements and institutions such as the WTO, and bilateral free trade agreements, will be analysed from a political perspective.

**POLITICS 769 15 Points**

**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.

*Restriction:* SOCIOL 701, SOCSCRES 702, 703

**POLITICS 770 15 Points**

**Special Topic: Comparing Conflict and Post Conflict States**

Examines the politics of conflict and post conflict states in Southeast and South Asia. By examining the global comparative literature and cases in the region, students will learn to carry out two policy-relevant tasks: identify common causes of violence to help identify conflict-prone areas and to assess which policies of prevention and peace-building work best in different contexts.

**POLITICS 771 15 Points**  
**Special Topic**

**POLITICS 772 15 Points**

**Special Topic: International Political Economy**

Compares models of capitalist industrial development in their international context. It asks the questions: What explains national differences in the choice and outcome of policies in response to common external challenges brought about by increased economic integration and openness? And what impact, both positive and negative, do national choices have on other states and the international system generally? The neo-liberal model and its variants are given close attention, with exploration of illustrative case studies from East Asia, Western Europe, and North America, followed by assessments as to which is adapting best to political and economic globalisation. Two central political issues are examined: first, domestic political debates generated by the tensions between continuity and change in national political economies in response to new competitive pressures from the international political economy, particularly the phenomenon of globalisation, and Second, intergovernmental disputes generated by states' differing adaptations and how these disputes are managed by diplomacy and international institutions.

**POLITICS 773 15 Points**

**Special Topic**

**POLITICS 774 30 Points**

**Special Topic**

**POLITICS 775 30 Points**

**Special Topic**

**POLITICS 780 30 Points**

**POLITICS 780A 15 Points**

**POLITICS 780B 15 Points**

**Dissertation**

*To complete this course students must enrol in POLITICS 780 A and B, or POLITICS 780*

**POLITICS 794A 45 Points**

**POLITICS 794B 45 Points**

**Thesis**

*To complete this course students must enrol in POLITICS 794 A and B*

**POLITICS 796A 60 Points**

**POLITICS 796B 60 Points**

**Thesis**

*Prerequisite:* A BA(Hons) in Political Studies with at least Second Class Honours, First Division, or equivalent

*To complete this course students must enrol in POLITICS 796 A and B*

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## Practical Theology

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### Stage II

**PTHEO 211 15 Points**

**The Self in Pastoral Care**

Students will engage with a variety of theoretical and pastoral theological frameworks for understanding how the individual and collective self are formed and relate with God and others. A range of personal and social contexts will be examined in relationship to pastoral care.

*Prerequisite:* PTHEO 110 or 111 or THEOLOGY 100

*Restriction:* MPTHEO 203, 306, PTHEO 311

**PTHEO 212 15 Points****Voices at the Margins**

An intentional engagement in praxis by naming, critically analysing, and formulating practical theological outcomes arising from a place of marginality within the context of Aotearoa New Zealand and Oceania, for example, disability, sexuality, and childhood.

*Prerequisite:* PTHEO 110 or 111 or THEOLOGY 100

*Restriction:* PTHEO 312

**PTHEO 214 15 Points****Understanding Christian Ritual in Aotearoa New Zealand**

Students will engage in a process through which they will learn methods of ritual interpretation and planning. This will include an understanding of the inculturation of Christian liturgy in contemporary and traditional contexts.

*Prerequisite:* PTHEO 110 or 111 or THEOLOGY 100

*Restriction:* MPTHEO 281, PTHEO 314

**PTHEO 215 15 Points****Theological Ethics**

An exploration of the history of the development of theological ethics within Christianity will form the basis in this course of a study of the human person as an ethical being within particular communities and cultures.

*Prerequisite:* PTHEO 110 or 111 or THEOLOGY 100

*Restriction:* MPTHEO 143, 243, PTHEO 315

**PTHEO 216 15 Points****Race and Culture in Practical Theology**

Engagement with the critical issues around race, identity, and culture in contemporary Aotearoa New Zealand society. Christian sources and the social knowledge and understanding of participants will be used in theological reflection.

*Prerequisite:* PTHEO 110 or 111 or THEOLOGY 100

*Restriction:* MPTHEO 173, PTHEO 316

**PTHEO 217 15 Points****Spirituality in Aotearoa New Zealand**

Christian spiritualities and their relationship to personal, community and societal well-being is the study of this course. This course may also be available in flexible mode.

*Prerequisite:* PTHEO 110 or 111 or THEOLOGY 100

*Restriction:* MPTHEO 205, PTHEO 317

**PTHEO 219 15 Points****Studies in Public Theology**

Explores the nature and methods of public theology. The content of this course seeks to provide a critical understanding of the role of theology exerting a positive influence in relation to public issues facing individuals and society today.

*Prerequisite:* THEOLOGY 100 or PTHEO 110 or 111

*Restriction:* PTHEO 319

**PTHEO 221 15 Points****Special Topic: Expressions of Christian Spirituality**

Examines a variety of significant traditions within Christian spirituality, with particular emphasis upon their theological, historical and cultural dimensions and their expression in contemporary contexts.

*Prerequisite:* THEOLOGY 100

*Restriction:* CHTHEO 345, MPTHEO 205, PTHEO 321

**PTHEO 222 15 Points****Special Topic: Religious Communications and Media**

Explores key areas of religious communication including the coverage of religion by mass media; how religious communities interact with the media;

and how mass media shape perceptions of religion. Particular emphasis will be placed upon the interaction between Christianity and the media.

*Prerequisite:* THEOLOGY 100

*Restriction:* MPTHEO 271, PTHEO 322

**PTHEO 231 15 Points****Special Topic**

*Prerequisite:* THEOLOGY 100

*Restriction:* PTHEO 331

**Stage III****PTHEO 311 15 Points****The Self in Pastoral Care**

Students will engage with a variety of theoretical and pastoral theological frameworks for understanding how the individual and collective self are formed and relate with God and others. A range of personal and social contexts will be examined in relationship to pastoral care.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* MPTHEO 306, PTHEO 211

**PTHEO 312 15 Points****Voices at the Margins**

An intentional engagement in praxis by naming, critically analysing, and formulating practical theological outcomes arising from a place of marginality within the context of Aotearoa New Zealand and Oceania, for example, disability, sexuality, and childhood.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* PTHEO 212

**PTHEO 314 15 Points****Understanding Christian Ritual in Aotearoa New Zealand**

Students will engage in a process through which they will learn methods of ritual interpretation and planning. This will include an understanding of the inculturation of Christian liturgy in contemporary and traditional contexts.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* MPTHEO 281, PTHEO 214

**PTHEO 315 15 Points****Theological Ethics**

An exploration of the history of the development of theological ethics within Christianity will form the basis in this course of a study of the human person as an ethical being within particular communities and cultures.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology, or if PTHEO 315 is to be included in the Christian Thought and History major then 15 points from CHTHEO 223, 224, 225, 226, 227, and 15 points from an additional Stage II CHTHEO course

*Restriction:* MPTHEO 143, 243, PTHEO 215

**PTHEO 316 15 Points****Race and Culture in Practical Theology**

Engagement with the critical issues around race, identity, and culture in contemporary Aotearoa New Zealand society. Christian sources and the social knowledge and understanding of participants will be used in theological reflection.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* MPTHEO 173, PTHEO 216

**PTHEO 317 15 Points****Spirituality in Aotearoa New Zealand**

Christian spiritualities and their relationship to personal, community and societal well-being is the study of this course. This course may also be available in flexible mode.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* MPTHEO 205, PTHEO 217

**PTHEO 319 15 Points****Studies in Public Theology**

Exploration of the nature and methods of public theology. The content of this course seeks to provide a critical understanding of the role of theology exerting a positive influence in relation to public issues facing individuals and society today.

*Prerequisite:* Any 30 points at Stage II in Practical Theology

*Restriction:* PTHEO 219

**PTHEO 320 15 Points****Research Essay in Practical Theology**

Supervised research on an approved topic in Practical Theology.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology and Departmental permission

**PTHEO 321 15 Points****Special Topic: Expressions of Christian Spirituality**

Examines a variety of significant traditions within Christian spirituality, with particular emphasis upon their theological, historical and cultural dimensions and their expression in contemporary contexts.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* CTHTHEO 345, MPTHEO 205, PTHEO 221

**PTHEO 322 15 Points****Special Topic: Religious Communications and Media**

Explores key areas of religious communication including the coverage of religion by mass media; how religious communities interact with the media; and how mass media shape perceptions of religion. Particular emphasis will be placed upon the interaction between Christianity and the media.

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* MPTHEO 271, PTHEO 222

**PTHEO 331 15 Points****Special Topic**

*Prerequisite:* Any 30 points at Stage II in Practical Theology or Moral and Practical Theology

*Restriction:* PTHEO 231

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**Postgraduate 700 Level Courses****PTHEO 710 15 Points****Spirituality and Well-being**

In the world today there is a wide range of spiritualities, traditional and recent, Christian and non-Christian. Some of these may be seen to contribute to human wellbeing while others may be sources of pathology. This course investigates some of these spiritualities particularly from the point of view of their therapeutic value for persons and relationships.

*Restriction:* MPTHEO 701

**PTHEO 711 15 Points****Body Theology and Society**

A critical investigation of the way the human body has been situated within the Christian theological tradition. It addresses the central question of how

theology can be formulated through the body as subject, rather than as object. The practical applications for engagement in society will be explored.  
*Restriction:* MPTHEO 703

**PTHEO 712 15 Points****Theology and Social Ecology**

Social ecology is concerned with the impact of unequal social structures on the environment. In this course, a critical analysis of social structures will be brought into dialogue with theological traditions in order to construct eco-justice theologies.

**PTHEO 713 15 Points****Theology of Children**

Critically examines the place and experience of children in their worlds and the effects of influences such as, culture, religion, gender, politics, education and health, on children's well being and constructions of theologies of children.

**PTHEO 714 15 Points****Science, Technology, Media and God**

A critical examination of the relationship between science, technology, new media and the Christian theological tradition. Attention will be paid to historical and contemporary engagement in global and local contexts.

**PTHEO 715 15 Points****Special Topic: Practical Theology Methodologies**

An exploration of Practical Theology methodologies. It sets out to examine critically the relationships and conversations within and among diverse methodologies in Practical Theology and their practitioners in order to discover transformative pathways in the context of doing theology in Oceania.

**PTHEO 716 15 Points****Special Topic****PTHEO 780A 15 Points****PTHEO 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 Practical Theology.

*To complete this course students must enrol in PTHEO 780 A and B*

**PTHEO 789 15 Points****Research Essay**

A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Practical Theology.

**PTHEO 796A 60 Points****PTHEO 796B 60 Points****Thesis**

The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to some branch of the subject.

*To complete this course students must enrol in PTHEO 796 A and B*

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**Public Policy**

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**Postgraduate 700 Level Courses****POLICY 701 15 Points****Policy Analysis and Evaluation**

Review of analytical concepts and tools required to undertake policy research. Covers approaches policy



analysts use to add value to policy discussions. Also covers concepts and tools used to evaluate public policies and programmes. Students will use these concepts and methods to explore substantive topics of their choice.

*Restriction: POLITICS 748*

#### **POLICY 702 15 Points**

##### **Economics of Policy**

Applies economic reasoning to current problems in policy and government. Covers behavioural models in economics; the structure of the macroeconomic system; taxation; market failure; and problems of collective choice.

*Prerequisite: STATS 101*

#### **POLICY 737 15 Points**

##### **Applied Policy Project**

Supervised project on an applied policy topic agreed between the student and a nominated supervisor. Students will produce a project proposal, progress report, dissemination plan, final report, and reflective comments.

*Prerequisite: POLICY 701 or POLITICS 767*

*Restriction: POLITICS 737*

#### **POLICY 790 30 Points**

##### **POLICY 790A 15 Points**

##### **POLICY 790B 15 Points**

##### **Dissertation**

To complete this course students must enrol in POLICY 790 A and B, or POLICY 790

#### **POLICY 794A 45 Points**

#### **POLICY 794B 45 Points**

##### **Thesis**

To complete this course students must enrol in POLICY 794 A and B

### **Russian**

#### **Stage I**

#### **RUSSIAN 100 15 Points**

#### **RUSSIAN 100G 15 Points**

##### **Beginners' Russian 1**

A beginner's course using multi-media (computer) materials that presumes no prior knowledge of Russian, with emphasis on a range of language skills – listening comprehension, speaking, reading, writing, and the essential grammar of Russian.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **RUSSIAN 101 15 Points**

##### **Beginners' Russian 2**

A continuation of RUSSIAN 100. More practice with written and spoken Russian, fundamental grammar, and authentic texts.

*Prerequisite: RUSSIAN 100 or Departmental approval required*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **Stage II**

#### **RUSSIAN 200 15 Points**

##### **Intermediate Russian 1**

A revision of the grammar covered at Stage I, with more vocabulary building, reading of authentic

journalistic and literary texts, and practice of listening and speaking.

*Prerequisite: RUSSIAN 101 or Departmental approval required*

*Restriction: RUSSIAN 210. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **RUSSIAN 201 15 Points**

##### **Intermediate Russian 2**

Builds on skills obtained in RUSSIAN 200 with special emphasis on practical work, spoken Russian and development of aural-oral skills.

*Prerequisite: RUSSIAN 200 or Departmental approval required*

*Restriction: RUSSIAN 210. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **RUSSIAN 277 15 Points**

##### **Russian Study Abroad 2A**

Course taken at an approved academic institution abroad.

*Prerequisite: Departmental approval required*

#### **RUSSIAN 278 15 Points**

##### **Russian Study Abroad 2B**

Course taken at an approved academic institution abroad.

*Prerequisite: RUSSIAN 277 and Departmental approval*

#### **Stage III**

#### **RUSSIAN 300 15 Points**

##### **Advanced Russian 1**

Written and oral use of Russian.

*Prerequisite: RUSSIAN 201 or 210*

*Restriction: RUSSIAN 310. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **RUSSIAN 301 15 Points**

##### **Advanced Russian 2**

Written and oral use of Russian.

*Prerequisite: RUSSIAN 300*

*Restriction: RUSSIAN 310*

#### **RUSSIAN 377 15 Points**

##### **Russian Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite: Departmental approval required*

#### **RUSSIAN 378 15 Points**

##### **Russian Study Abroad 3B**

Course taken at an approved academic institution abroad.

*Prerequisite: RUSSIAN 377 and Departmental approval*

#### **RUSSIAN 390 15 Points**

##### **East European Interdisciplinary Essay**

Students taking this course will write a 6,000-word essay on a historical, political or cultural issue deriving from their prior courses on Eastern Europe, in consultation with one or more of their principal teachers.

*Prerequisite: 30 points at Stage II or above in History, Political Studies or European Studies and Departmental approval*

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**Postgraduate 700 Level Courses**

<b>RUSSIAN 710</b>	<b>30 Points</b>
<b>RUSSIAN 710A</b>	<b>15 Points</b>
<b>RUSSIAN 710B</b>	<b>15 Points</b>

**Language Acquisition: Russian**

Oral and written expression and aural and written comprehension in Russian, tested by comprehension, composition, explanation, conversation, translation, dictation, reading.

*To complete this course students must enrol in RUSSIAN 710 A and B, or RUSSIAN 710*

<b>RUSSIAN 732</b>	<b>30 Points</b>
<b>Advanced Russian Translation Practice</b>	

Designed for students who wish to attain expertise in the field of translation. Coursework will consist of correct use of dictionary and reference materials in printed and electronic forms, practice in translation of written material from and into Russian in a variety of registers, critical evaluation of translations.

*Prerequisite: RUSSIAN 301 or 310*

*Restriction: 290.712*

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**Samoan****Stage I**

<b>SAMOAN 101</b>	<b>15 Points</b>
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<b>SAMOAN 101G</b>	<b>15 Points</b>
<b>Samoan Language 1</b>	

The communicative uses of Samoan in everyday and specialised situations based on listening and speaking, reading and writing, and visual language and cultural learning. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency wishing to understand simple sentence structure and composition.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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**Stage II**

<b>SAMOAN 201</b>	<b>15 Points</b>
<b>Samoan Language 2</b>	

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*

<b>SAMOAN 203</b>	<b>15 Points</b>
<b>Special Topic</b>	

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**Stage III**

<b>SAMOAN 301</b>	<b>15 Points</b>
<b>Samoan Language 3</b>	

Follows on from SAMOAN 201. Conversations and speeches will be studied and practised. The contexts and relationships between ordinary and respectful language levels or honorifics of fa'asamoa protocols will be examined further.

*Prerequisite: SAMOAN 201*

<b>SAMOAN 303</b>	<b>15 Points</b>
<b>Special Topic</b>	

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**Screen Production**

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**Postgraduate 700 Level Courses**

<b>SCREEN 701</b>	<b>30 Points</b>
<b>Introduction to Directing</b>	

Provides students with a practical overview of the drama and documentary production process from a director's point of view. Students are taken through pre-production, production and post-production on a series of group projects, as well as their own 2-minute short. Emphasises the importance of character and story alongside acquiring practical skills. Students are encouraged to critique their own work as well as the work of their classmates.

*Restriction: FTVMS 750*

<b>SCREEN 702</b>	<b>15 Points</b>
<b>Production Management</b>	

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*

<b>SCREEN 705</b>	<b>15 Points</b>
<b>Screenwriting</b>	

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*

<b>SCREEN 709</b>	<b>15 Points</b>
<b>Directed Study Option</b>	

*Restriction: FTVMS 763*

<b>SCREEN 710</b>	<b>15 Points</b>
<b>Special Topic</b>	

<b>SCREEN 711</b>	<b>15 Points</b>
<b>Special Topic</b>	

<b>SCREEN 712</b>	<b>30 Points</b>
<b>Advanced Drama Directing (Screen)</b>	

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*

<b>SCREEN 713</b>	<b>30 Points</b>
<b>Advanced Documentary Directing</b>	

Students complete a major treatment/script, an interview exercise, an editing exercise, and a completed documentary of 10-12 minutes. For the latter project, the course convener functions like an executive producer, overseeing and critiquing the documentaries as they progress. Emphasis is



placed on aesthetic and formal approaches to the documentary and the class will draw extensively on documentary history.

*Prerequisite:* SCREEN 701

*Restriction:* FTVMS 753, SCREEN 704

#### **SCREEN 714 30 Points**

##### **Advanced Screenwriting: Drama**

Focuses on screenplay writing for feature films. Through a combination of lectures and workshops, students will take individual feature-length projects from pitch to step outline. The course emphasises plot, structure, character, and dialogue. Students will also gain skills in analysing screenplays and writing treatments.

*Prerequisite:* SCREEN 705 or equivalent

*Restriction:* FTVMS 759, SCREEN 706

#### **SCREEN 715 30 Points**

##### **Directed Study**

Directed research on a selected topic.

#### **SCREEN 797A 60 Points**

#### **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 (under 30 minutes), a short dramatic film (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:* Departmental approval

*Restriction:* FTVMS 776, SCREEN 720

*To complete this course students must enrol in SCREEN 797 A and B*

### **Social Science for Public Health**

#### **Stage II**

#### **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

*Restriction:* HLTHSOC 200

#### **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:* HLTHSOC 200 or SOCSCIPH 200, or 120 points passed

*Restriction:* HLTHSOC 300

### **Social Science Research Methods**

#### **Postgraduate 700 Level Courses**

#### **SOCSCRES 701 15 Points**

##### **Research Process in Social Sciences**

Analysis and discussion of the nature and issues of the research process including: research paradigms and strategies; the identification of research topics and questions; the review and critique of literature; a survey of research methodologies and when it is appropriate to use them; the development of funding applications; ethical requirements for research, including awareness of Māori research protocols; data analysis; writing of research reports and theses.

*Restriction:* SOCIOL 718

#### **SOCSCRES 702 15 Points**

##### **Quantitative Research Methods**

A range of quantitative research methods in the social sciences for students who have little research background, but are planning to do research in their workplace or empirical thesis/dissertation work. Students will become familiar with underlying theory and current best practice in quantitative research through discussion of topics including measurement, design (including survey design), and computer-based data analysis.

*Restriction:* ARTSGEN 751

#### **SOCSCRES 703 15 Points**

##### **Qualitative Research Methods**

Qualitative research methods in the social sciences for students who are planning to do research in their workplace or empirical thesis/dissertation work. Students will become familiar with current theory and practice in the areas of archival research, participant observation, interview and focus group methods, as well as transcription and analysis. Experience using analytical software, such as Nvivo, is a major focus.

*Restriction:* ARTSGEN 750

#### **SOCSCRES 710 15 Points**

##### **Special Topic**

#### **SOCSCRES 711 15 Points**

##### **Special Topic**

#### **SOCSCRES 760 30 Points**

#### **SOCSCRES 760A 15 Points**

#### **SOCSCRES 760B 15 Points**

##### **Research Project**

A supervised project in some area of social science research. This course is available only to students enrolled for the PGDipSocScResMeth.

*Prerequisite:* SOCSCRES 701

*To complete this course students must enrol in SOCSCRES 760 A and B, or SOCSCRES 760*

### **Sociology**

#### **Stage I**

#### **SOCIOL 100 15 Points**

##### **Issues and Themes in Sociology**

Introduction to sociology as a discipline and a review of some of its internal debates. Topics include: social class, gender, globalisation, power, sexual identity and family. Draws on material from a range of societies.

**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.

*Restriction: 315.104*

**SOCIOL 102 15 Points****Becoming Modern**

Sociology is a modern discipline, born of the 'dual revolution'. French political experience between 1789 and 1871, and British industrialisation are studied to explore the nature of modernity. And hence, of course, why sociology takes its current intellectual shape.

**SOCIOL 103 15 Points****Social Policy, Social Justice**

Provides an overview of key contemporary social policy issues within the context of globalising economic processes and continuing gendered and racialised divisions. Discusses the way in which debates around social policy are constructed and the implications this has for social justice. Case studies may include food and health, technology, 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. This course looks at how our lives are influenced by flows of images and objects around the world, and tracks the ways that global and local processes impact on each other.

**SOCIOL 106 15 Points****Sociology for Auckland**

Auckland is in New Zealand but not always of New Zealand. By studying differences in class, ethnicity, gender, sexual orientation and other social factors, what makes Auckland 'special' is explored; its own particular place(s) within New Zealand, a city suffering (and enjoying) an uneasy relationship with the rest of this country and beyond.

**Stage II****SOCIOL 200 15 Points****Theory and Society**

An introduction to the major themes of social theory. The focus is on the analyses of modern society to be found in the works of classical and contemporary social analysts.

*Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass*

**SOCIOL 201 15 Points****Social Research: An Introduction**

An introduction to social research through an examination of both qualitative and quantitative approaches.

*Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points passed in Stage I courses listed for Social Science for Public Health, or 15 points at Stage I in Sociology and 15 points from MĀORI 130, PHIL 103, POLITICS 109*

**SOCIOL 208 15 Points****Work and Leisure**

Examines the social aspects of work and leisure. Particular attention is paid to the phenomena of surveillance and simulation and their impact on work and leisure, including control and resistance. These developments are crucial to understanding the 'big issues' of globalisation, restructuring and new technologies. Course material is drawn from international literatures and is grounded in an understanding of contemporary New Zealand.

*Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass*

**SOCIOL 210 15 Points****Colonisation, Globalisation and Development**

Charts the political, economic and ecological realities of imperialism, colonisation, globalisation, aid and development up to and including the structural adjustment and 'inclusive' neoliberalism of the IMF/World Bank, and the rise of peace, security and state building. It pays particular attention to the violence, security, gender, and the environment in these contexts.

*Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass or LATINAM 100 or SPANISH 103*

**SOCIOL 211 15 Points****Sociology and Popular Culture**

Popular culture appears to be everywhere, but what political and social effects might all this popular entertainment have on us? This course seeks to answer such questions through a sociological interpretation of popular culture as both an indicator of social change and as a location of meaning and significance. Topics include reality TV, celebrities, consumption, music, and technology.

*Prerequisite: 30 points at Stage I in Sociology, or 15 points at Stage I in Sociology with a minimum B+ pass, or FTVMS 100 and 101, or 30 points passed from courses listed in Comparative Literature*

**SOCIOL 212 15 Points****Race, Gender and Class in Australia and New Zealand**

This course looks at the persistence of race, gender and class inequality in Australia and New Zealand, from white settlement to the 'celebrations' of 1988/1990 and onwards to the bicultural and multicultural settlements in the twenty-first century.

*Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass*

**SOCIOL 213 15 Points****Ethnicity and Identity**

Theories of ethnicity: ethnic socialisation and resocialisation, ethnocide and ethnogenesis, ethnicity and the individual, ethnic social movements, ethnicity in local, national and international affairs.

*Prerequisite: 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass*

**SOCIOL 214 15 Points****Sociology of Gender**

Introduction to the sociology of gender. Preliminary examination of the topics of concern to sociologists and the major theoretical perspectives – psychoanalytic, functionalist, Marxist, socialisation, feminist, antifeminist, biological. Critical analysis of key sites such as the family, reproduction, mothering, sexuality and violence against women, drawing on both international and local literature.

*Prerequisite: 30 points at Stage I in Sociology or 15 points*

at Stage I in Sociology with a minimum B+ pass, or 30 points passed at Stage I from courses listed in Women's Studies

**SOCIOL 215** **15 Points**  
**Law, Inequality and the State**

Examines, in a comparative mode, how law as a set of social relations and categories can both create and remedy inequalities of gender, race, and class.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 15 points at Stage I in Sociology and 15 points from MĀORI 130, PHIL 103, POLITICS 109

**SOCIOL 216** **15 Points**  
**Sociology and Crime: An Introduction**

Studies forms of criminal behaviour, the causes of crime, definitions of criminality, and societal reaction to criminal activity. The main focus is on theories of crime which are critically analysed with reference to topical themes including race and crime, white collar and corporate crime, gender and crime, and political violence and terrorism.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 15 points at Stage I in Sociology and 15 points from MĀORI 130, PHIL 103, POLITICS 109

**SOCIOL 220** **15 Points**

**SOCIOL 220G** **15 Points**  
**Last Call: The Sociology of Death and Dying**

Examines the social location of death in modern life. It includes topics on perceptions of death from sociological, philosophical, religious, historical, secular and medical approaches. It includes topics on death systems, medicalisation of death, death in popular culture, suicide and genocide.

*Prerequisite:* 30 points at Stage I in Sociology or 30 points at Stage I in Social Science for Public Health or 90 points passed

**SOCIOL 221** **15 Points**  
**Everyday Life in New Zealand**

A cultural studies approach is used to address issues in the development of national characteristics. Which identity claims gain dominance? Investigates the 'invention' of New Zealand, and the enactment of values about nature, gender, ethnicity and branding. Myth-making in relation to globalisation is explored, with emphasis on the media's role in the formulation and maintenance of ideas of nation.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

*Restriction:* SOCIOL 304

**SOCIOL 222** **15 Points**  
**Families, Labour and Love**

The focus of this course is how and why family life is influenced by economic and labour force trends, laws and social values, as well as personal ideals and decisions. Partnering, childbearing, gendered labour and divorce, from both historical and cross-national perspectives, will be studied.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points passed at Stage I in courses listed in Women's Studies

**SOCIOL 224** **15 Points**  
**Issues in 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

**SOCIOL 225** **15 Points**  
**Outsiders – Youth and Adult Subcultures**

Examines changing sociological understandings of subcultures, including music, style, and virtual and global subcultures, in both New Zealand and international contexts. Issues of social class, gender, age, and ethnicity are also considered.

*Prerequisite:* 30 points at Stage I in Sociology, or 15 points at Stage I in Sociology with a minimum B+ pass, or 30 points from MĀORI 130, PHIL 103, POLITICS 109, SOCIOL 100, 101, 103

**SOCIOL 226** **15 Points**  
**Earning and Caring: Cross-national Comparisons**

Discusses trends in work and employment policies in Western countries, focusing on gendered work, policies to balance work and family, and retirement programmes. Compares New Zealand with less regulated labour markets and those offering more social protection. Discusses why labour markets have changed, how welfare states have adapted, how theorists explain cross-national variations, and the connections between work, gender and class.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

**SOCIOL 227** **15 Points**  
**The Sociology of Mental Health**

Investigates social, cultural, economic and political processes surrounding the psychiatric gaze, critically evaluating medicine's focus on behaviour considered 'abnormal'. Topics include: history of psychiatry and mental illness, racism and psychiatry, psychiatry in New Zealand, institutional and community care, mental illness and pharmaceutical companies, critical and post-psychiatry, medicalisation of youth, alternative therapies, medicalisation of everyday life, mental health user narratives, gendered psychiatry.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

**SOCIOL 228** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

**SOCIOL 229** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

**SOCIOL 230** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

**Stage III**

**SOCIOL 300** **15 Points**  
**Sociology of 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 303** **15 Points**  
**Sociology of Religion**  
 Examines sociological accounts of the changing relationship between religion and the state in modern society, and pays particular attention to two topics: contemporary religious movements and cults, and religion as a system of legitimation.  
*Prerequisite: 30 points at Stage II in Sociology*
- SOCIOL 307** **15 Points**  
**The Pacific in the World**  
 Brief history of post Second World War theories of economic development; Wallerstein and elements of modern world system; modern world system; and patterns of development in the Pacific; linkages between core and semi-periphery Britain, US, East Asia and Aotearoa New Zealand and Samoa/Cooks and Tuvalu; limitations of world systems models.  
*Prerequisite: 30 points at Stage II in Sociology*
- SOCIOL 308** **15 Points**  
**Law and Identity**  
 Survey of theoretical and practical approaches to understanding the relationship between law and society in the modern state. Emphasis on their potential application in New Zealand society.  
*Prerequisite: 30 points at Stage II in Sociology or Law or 15 points at Stage II in Sociology and CRIM 201 or 202*
- SOCIOL 310** **15 Points**  
**Applied Social Research**  
 Develops methodological competence in applied social research methods within a wider and critical framework of understanding of the social policy process and apparatus.  
*Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200*
- SOCIOL 314** **15 Points**  
**Women/Deviance**  
 An analysis of the construction of images and representations of women in relation to conceptions of normality and deviance in bodies, reproduction, and popular culture; the creation of feminist epistemologies.  
*Prerequisite: 30 points at Stage II in Sociology or Women's Studies*
- SOCIOL 317** **15 Points**  
**Sociology of the Welfare State**  
 Examines the origins, history, 'crisis' and possible futures of the welfare state. Using a range of theoretical viewpoints, the course considers the historical shift from a Keynesian welfare state to a neo-liberal state and questions whether recent 'Third Way' policies provide a solution to future welfare needs. The course is comparative, but will concentrate mostly on Aotearoa New Zealand.  
*Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200*
- SOCIOL 318** **15 Points**  
**Sociology of the Media**  
 An exploration of the relationship and patterns of interaction between media, culture and society through an examination of the print and broadcasting media, and advertising in New Zealand.  
*Prerequisite: 30 points at Stage II in Sociology or 30 points from FTVMS 200–214, 216–219*
- SOCIOL 320** **15 Points**  
**Qualitative Sociological Research**  
 An introduction to non-numerical research methodologies in sociology. Topics drawn from a wide

range: ethnography, interviews, life history methods, archival research, analysis of text. Not all topics will be included in any one year.

*Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200*

**SOCIOL 321** **15 Points**  
**Quantitative Sociological Research**

Principles and practice of the design, execution and analysis of the several forms of 'systematic social research' (including survey research, census and other social bookkeeping data, content analysis, systematic observation and unobtrusive methods) and their usefulness within sociological analyses. Not all topics will be included in any one year.

*Prerequisite: 30 points at Stage II in Sociology, or SOCSCIPH 200*

**SOCIOL 323** **15 Points**  
**Consuming Interests: The Sociology of Food**

Food is basic to human society. This course blends social history, political economy and hermeneutics to examine sociological aspects of food production, processing, distribution and consumption. Other issues raised will include hunger and famine, colonialism, gender differences and development.

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 324** **15 Points**  
**Special Issues in Gender**

Focuses on current and controversial issues in the sociology of gender, especially debates on the natural or social status of sex, gender and sexuality. Issues will be approached from contemporary feminist perspectives, including post-structuralist and other critical feminist theories. Various topics, including sex, sexualities, reproduction, transgender and cybersex, will be critically examined in both theoretical and practical terms.

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 325** **15 Points**  
**Sociology of Emotions**

This course examines some of the emotions – including anger, revenge, shame, love, pity, resentment, empathy, disgust, and desire – that shape social processes and inflect the relationship between self and society.

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 326** **15 Points**  
**Sociology of Violence**

Drawing on writings from a variety of intellectual traditions, this course explores the contested nature of violence through an examination of a number of contemporary debates about the causes, agents, consequences, as well as responses to and interventions in, incidents of violence.

*Prerequisite: 30 points at Stage II in Sociology, or 15 points at Stage II in Sociology and CRIM 201 or 202*

**SOCIOL 330** **15 Points**  
**Special Topic**

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 331** **15 Points**  
**Issues and Themes in Visual Culture**

Considers the significance of vision in the societies and cultures of modernity based on the notion that perception is socially and historically constructed. Looks at the impact of technology on vision and the way visual practices travel the world.

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 333 15 Points****Sociology of Health and Medicine**

Examines the social construction of health, illness and medicine in New Zealand. A range of issues and sociological accounts will be addressed, including: competing conceptions of medicine and the sick role; the political economy of health; debates around professionalism and managerialism; the interface of medicalisation, risk and claims-making; medical ethics; the sociology of the body; lay-accounts and contested character of medical knowledge.

*Prerequisite:* 30 points at Stage II in Sociology, or SOCSCIPH 200

**SOCIOL 334 15 Points**  
**Youth and Society**

Introduces students to literature in the social constructions of youth identity in society by exploring relationships between youth identity, public policy, media, popular culture, class, gender and ethnicity in modern society using 'youth-focused' theoretical and empirical work.

*Prerequisite:* 30 points at Stage II in Sociology

**SOCIOL 335 15 Points**  
**Organisation and Representation**

Examines political and textual representations in complex organisations. Political readings of organisations emphasise the social forces and institutional frameworks by which sets of actors represent others. Textual readings emphasise ways in which symbolic realities come to stand for material ones. Explores the differing expressions of representation across organisations and the convergence and divergence of political and textual readings.

*Prerequisite:* 30 points at Stage II in Sociology

**SOCIOL 336 15 Points**  
**Special Topic: Fantasies of Finance**

The financial crisis and global recession have demonstrated the social and political consequences of finance, while research in the sociology of markets, critiques of financialisation, and social and cultural studies of finance have provided understandings of the ideological fantasies that maintain the world of finance. This course explores these new approaches that emphasise the relationship between finance and society.

*Prerequisite:* 30 points at Stage II in Sociology or 60 points at Stage II

**SOCIOL 337 15 Points**  
**Doing Time: Incarceration and Punishment**

Examines punishment and incarceration as a complex social institution informed by a range of social relations and cultural meanings. Explores the way politics shape notions of law and order and also looks at technologies of incarceration. Topics include: history of punishment, theories of incarceration, sentence determination, inmate and staff perspectives on incarceration, youth, refugees, enemy combatant detention centres, penalty regimes.

*Prerequisite:* 30 points at Stage II in Sociology or CRIM 201 or 202

**SOCIOL 338 15 Points**  
**Social Futures**

Social Futures re-imagines sociology in view of major economic, ecological and political crises taking place in the world today. The course considers how these developments are represented in the media, whether

there is any credibility in apocalyptic visions they inspire and what such visions tell us about general perceptions of the direction in which society is headed.

*Prerequisite:* 30 points at Stage II in Sociology

**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 704 30 Points**  
**Researching Islam in the West**

Understanding and researching Islam from a Western base, which includes an analysis of Western representations of Islam, the diverse beliefs, practices and legal principles of Muslim societies, Muslim migration to the West, and the possible emergence of distinctively Western forms of Islam.

*Restriction:* SOCIOL 741

**SOCIOL 705 30 Points**  
**Empirical Sociology: Structure and Change**

Addresses developments and debates about the role and character of empirical sociology. Attention is paid to how sociologists have explored social relations, especially social structure and social change. The course deals with social realist concerns of epistemology and methodology; it engages with two traditions: one with its origins in Marx's Capital, the other drawn from Mill's The Sociological Imagination.

**SOCIOL 708 30 Points**  
**Complex Organisations**

Reviews methods and recent approaches to organisational analysis within a sociology of knowledge framework. Emphasises cross-cultural and comparative inquiry, focusing on such topics as Japanisation and post-Fordism.



- SOCIOL 712** **30 Points**  
**After Neoliberalism?**  
 Through an analysis of the works of Polanyi, Foucault, Harvey and other major theorists, this course provides an historically grounded, theoretical examination of the development of neoliberalism to the present, and of its current prospects. In addition to considering the international development of (neo)liberal approaches, we will look more closely at recent shifts in social policy in New Zealand, and to the approaches of international development agencies to state building, poverty reduction and livelihoods in South East Asia.
- 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**  
 Involves the development of a research proposal, especially for students intending to write a thesis or research essay. Both 'empirical' and 'theoretical' projects will be encouraged. Students will work through problem definition, literature review, research design, preparation of an ethics application and a small supervised pilot project.  
*Restriction: SOCIOL 731, SOCSCRES 701*
- SOCIOL 722** **30 Points**  
**Remaking Aotearoa New Zealand**  
 Aotearoa New Zealand has experienced several critical 're-makings', from: Māori society to white-settler colony; colony to nation; 30s depression to post-war boom; from the end of the 'golden weather' to deregulated player in the global economy. Despite these episodes, the gaps between Māori/Pākehā, men/women and employers/workers remain as the objects of future contested settlements within Aotearoa New Zealand as a nation, or nations.
- SOCIOL 728** **30 Points**  
**Family, Women and the State**  
 The influence of ideologies of mothering, family and work, as well as the political forces and pressure groups that promote them, on both the development and restructuring of social policies in several industrialised nations, including New Zealand.
- SOCIOL 729** **30 Points**  
**Modernity and Consciousness**  
 Operating on the boundary between sociologies of history and culture, this course employs the work of Walter Benjamin, Marshall Berman, Wolfgang Schivelbusch, Raymond Williams, and Talcott Parsons to explore creatively tangled relationships among three superficially similar terms – 'modernisation', 'modernity' and 'modernism' – in sundry nineteenth and twentieth century urban and rural settings.
- SOCIOL 730** **30 Points**  
**Globalisation and Market Governance**  
 Political sociology has traditionally focused on relationships between state and society. Recent theoretical and empirical changes challenge this approach. Post-structuralism, neo-Marxism and feminism have given rise to wider definitions of power, politics and social identities. Globalisation, the shift

from government to governance and the rise of 'new social movements' have transformed the social terrain of political struggle. Examines contemporary debates in political sociology.

- 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.  
*Restriction: 315.723*
- SOCIOL 736** **30 Points**  
**Special Topic: Renegotiating Citizenship**  
 Changing economic, political and social realities in Western societies have challenged traditional notions of citizenship. This course critically examines emerging debates in citizenship studies that consider how shifting political ideologies, welfare state reform, increasing cultural diversity and globalisation impact on citizenship at both theoretical and policy levels.
- 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**  
**Special Topic: Communication: Economy, Power, Public Culture**  
 Communication systems are central to every aspect of contemporary societies, from the operation of transnational systems to the intimacies of everyday

life. This course examines how power within these systems is shifting under the triple impact of marketisation, globalisation and digitalisation, and explores the consequences of these movements for the vitality of public culture and citizenship.

**SOCIOL 746** **30 Points**  
**Special Topic: Connected Lives**

Examines the personal and social significance of the relational dimension of our lives – from casual encounters with acquaintances, to intimate relationships with sexual partners, and the usually enduring relationships with kin – in an era that some claim is increasingly individualised. Three key themes will be emphasised: connection versus individualisation; past and present relational embeddedness; and the pleasure and pain of connections to others.

**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**  
**Special Topic**

**SOCIOL 790** **30 Points**

**SOCIOL 790A** **15 Points**

**SOCIOL 790B** **15 Points**

**Dissertation**

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

## Spanish

### Stage I

**SPANISH 103** **15 Points**  
**Iberian and Latin American Civilisations**

Comparative approaches to the multicultural civilisations of the Iberian Peninsula and Ibero-America, focusing on parallel developments, diverse traditions and cultural representations. This course is highly recommended as a foundation for both Spanish and Latin American cultural/literary studies at Stage II and III.

**SPANISH 104** **15 Points**

**SPANISH 104G** **15 Points**  
**Beginners' Spanish 1**

Provides a solid grounding in the basic grammar and vocabulary of Spanish. Emphasis is on communicative competence including speaking, listening, reading, and writing skills. This course is designed for beginners or near beginners; thus, students who have achieved 16 credits in Level 2 NCEA Spanish within the last two years must enrol in SPANISH 105 instead. SPANISH 104 does not count towards a major in Spanish.

Restriction: SPANISH 107. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**SPANISH 105** **15 Points**  
**Beginners' Spanish 2**

This language acquisition course follows on from SPANISH 104, giving students a thorough grounding in Spanish on which they can build in future years.

Prerequisite: SPANISH 104 or 109

Restriction: SPANISH 108. May not be taken if a more advanced language acquisition course in this subject has previously been passed

### Stage II

**SPANISH 200** **15 Points**  
**Intermediate Spanish 1**

Second-year language, building on the basic knowledge obtained in SPANISH 105 or 108, revising and expanding work covered in Stage I.

Prerequisite: SPANISH 105 or 108

Restriction: SPANISH 277. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**SPANISH 201** **15 Points**  
**Intermediate Spanish 2**

Builds on skills obtained in SPANISH 200 with special emphasis on practical work, spoken Spanish and development of aural-oral skills.

Prerequisite: SPANISH 200

Restriction: SPANISH 278. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**SPANISH 202** **15 Points**  
**Iberian Cultures and Literatures**

An introduction to the development of Iberian literatures in their cultural contexts from the medieval to the modern era.

Prerequisite: 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

Restriction: SPANISH 324

**SPANISH 205 15 Points****Latin American Cultures and Literatures**

An introduction to the development of Latin American literatures in their cultural contexts from the colonial to the modern era.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

**SPANISH 215 15 Points****Special Topic**

*Prerequisite:* SPANISH 105 or 108

**SPANISH 223 15 Points****Special Topic**

*Prerequisite:* SPANISH 105 or 108

**SPANISH 277 15 Points****Spanish Study Abroad 2A**

For approved courses at overseas institutions with permission of the Head of Department.

*Prerequisite:* Departmental approval required

**SPANISH 278 15 Points****Spanish Study Abroad 2B**

For approved courses at overseas institutions with permission of the Head of Department.

*Prerequisite:* Departmental approval required

**Stage III****SPANISH 301 15 Points****Iberian Conquests: Epic Stories, Black Legends**

Cultural and literary interpretations of Iberian conquest and colonisation within Iberia and overseas (Mediterranean, Atlantic, Pacific) from medieval to early-modern eras. Historiographic texts about conquests by Castilian, Catalan and Portuguese authors are studied as historical and fictional literature within the contexts of debates about colonialism and comparisons of colonial encounters.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

*Restriction:* SPANISH 730

**SPANISH 302 15 Points****Culture of the Baroque and the Golden Age**

An introduction to the main intellectual and philosophical currents of Golden Age literature covering drama, novel and poetry.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

*Restriction:* SPANISH 734

**SPANISH 305 15 Points****Modern Latin American Literary Texts**

Study of modern Latin American literature through a selection of poetry, drama and novels.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

**SPANISH 308 15 Points****Cultural Critics**

A study of the role of major intellectuals and writers and their concern with Spanish and/or Latin American cultural and political regeneration.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

*Restriction:* SPANISH 708

**SPANISH 310 15 Points****Gender Perspectives on Hispanic Literature**

An examination of a selection of Hispanic literary texts in the light of contemporary gender studies.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

*Restriction:* SPANISH 722

**SPANISH 311 15 Points****Literature and its Others**

Analysis of the institution of literature and those forms of cultural expression that challenge its authority as central to social formation, including testimonials, diaries, chronicles, pulp fiction, fotonovelas, telenovelas, film, and other popular genres. Texts and tutorials are in Spanish.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

*Restriction:* SPANISH 312

**SPANISH 313 15 Points****Engendering Nations**

The debates on the gendered heritage of modernity in Spain's and/or Latin America's nation-building projects, through the study of modern national fictions.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

**SPANISH 314 15 Points****Commerce and Communication**

A practical course designed for the business and administrative worlds. The written component focuses on Spanish commercial correspondence. In the oral section students will learn to communicate appropriately in specific contexts.

*Prerequisite:* SPANISH 319 or 321 or 377 or 378

**SPANISH 315 15 Points****Special Topic**

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

**SPANISH 316 15 Points****Special Topic**

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

**SPANISH 317 15 Points****Hispanic Cultures in Cinema**

A study of Spanish and/or Latin American cultures and their representation in films. Emphasis on critical theories and cultural contexts of representation.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

*Restriction:* SPANISH 718

**SPANISH 318 15 Points****Making Modern Spain 1840-1939**

The making of modern Spain charts a period in which gender, class and ideological upheavals intersect with enquiry and debate as to what constitutes the Spanish nation. An overview of key moments of Spanish cultural politics from high Romanticism through to the end of the Spanish Civil War, examining the connections between seduction, both personal and intellectual, and social revolutions.

*Prerequisite:* SPANISH 201 or 278 or 319 or 321 or 377



or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

Restriction: SPANISH 725

### **SPANISH 319** **15 Points** **Advanced Spanish 1**

Advanced study of Spanish language.

Prerequisite: SPANISH 201 or 278

Restriction: SPANISH 300, 377

### **SPANISH 321** **15 Points** **Advanced Spanish 2**

A continuation of SPANISH 319, further advanced areas of Spanish language and grammar. Students who have passed SPANISH 300 in 2006 or 2007 may enrol in the course with permission of the Department.

Prerequisite: SPANISH 319 or 377 or Departmental approval

Restriction: SPANISH 378

### **SPANISH 323** **15 Points** **Historical Crossroads in Literature**

Examines critical moments in Spain's and/or Latin America's history through contemporary theatre, narrative and poetry. Contexts addressed may include dictatorship and dissident writing, political transitions and consolidations of democracy, and Spain and/or Latin America as new crossroads of cultures.

Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

Restriction: SPANISH 214

### **SPANISH 324** **15 Points** **Iberian Cultures 1200-1600**

An introduction to the development of Iberian literatures in their cultural contexts from the Mediaeval, Renaissance and Early-Colonial eras, from the thirteenth to the sixteenth centuries.

Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

Restriction: SPANISH 202

### **SPANISH 326** **15 Points** **Tradition and Dissidence**

An introduction to the historical background of modern Spain and/or Latin America and to literature produced in Spain and/or Latin America from nineteenth and twentieth centuries to recent times.

Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

Restriction: SPANISH 204

### **SPANISH 327** **15 Points** **Urban Culture and Popular Media**

Urban culture as it illustrates the negotiation between the forces of globalisation and the resistance to homogeneity. We look at a variety of forms of material culture in relation to popular media: press, advertisements, films, plays, short stories.

Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216

Restriction: SPANISH 222

### **SPANISH 341** **15 Points** **Spanish Sound Structure**

Provides advanced Spanish learners with a solid foundation in Spanish phonetics and phonology. Spanish sounds are explained and practiced in order to minimise native-language transfer. Students learn articulatory phonetics, phonetic transcription, and sound-pattern recognition, skills that enable them

to discern native pronunciations and discover the principles that underlie the Spanish sound system.

Prerequisite: 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 permission of Head of Department

### **SPANISH 377** **15 Points** **Spanish Study Abroad 3A**

For approved courses at overseas institutions with permission of the Head of Department.

Prerequisite: Departmental approval required

### **SPANISH 378** **15 Points** **Spanish Study Abroad 3B**

For approved courses at overseas institutions with permission of the Head of Department.

Prerequisite: Departmental approval required

## **Postgraduate 700 Level Courses**

### **SPANISH 700A** **15 Points**

### **SPANISH 700B** **15 Points**

#### **Spanish Language: Theory and Practice**

Aims to consolidate all language skills through the analysis and practice of key concepts within the four main grammatical components: phonology, morphology, semantics, and syntax. The main pronunciation patterns, vocabulary-building strategies, meaning relations, and phrase-structure parameters are studied in order to improve understanding and usage of the Spanish language.

To complete this course students must enrol in SPANISH 700 A and B

### **SPANISH 703** **30 Points** **Iberian Utopias and Dystopias 1200-1600**

A comparative study of the development of utopian and dystopian models of society in works from Mediaeval and Golden Age Iberia and Early-Colonial Latin America. Special attention is paid to epic,

chivalric, humanist, picaresque, colonialist and missionary texts.

**SPANISH 708 30 Points**  
**Cultural Critics**

A study of the role of major intellectuals and writers and their concern with Spanish and/or Latin American cultural and political regeneration.

*Restriction: SPANISH 308*

**SPANISH 709 30 Points**  
**Spanish Novel**  
Topics in Spanish novels.

**SPANISH 710 30 Points**  
**Spanish Poetry**  
Topics in Spanish poetry.

**SPANISH 711 30 Points**  
**Spanish Theatre**  
Topics in Spanish theatre and drama.

**SPANISH 712 30 Points**  
**Latin American Novel**  
Topics in Latin American novels.

**SPANISH 713 30 Points**  
**Latin American Poetry**  
Topics in Latin American poetry.

**SPANISH 714 30 Points**  
**Latin American Theatre**  
Topics in Latin American theatre.

**SPANISH 718 30 Points**  
**Hispanic Cultures in Cinema**  
A study of Spanish and/or Latin American cultures and their representation in films. Emphasis on critical theories and cultural contexts of representation.  
*Restriction: SPANISH 317*

**SPANISH 719 30 Points**  
**Special Topic**

**SPANISH 720 30 Points**  
**Latin American Knowledges**  
An examination of new knowledges produced in Latin America that have influenced socio-political theory and global epistemological paradigms but are subalternised as art, culture, or politics. Therefore, this course will examine the link between theory and practice in the creation of new knowledge.  
*Prerequisite: LATINAM 301, or LATINAM 306, 325, POLITICS 332, SPANISH 305, 311*  
*Restriction: LATINAM 320*

**SPANISH 722 30 Points**  
**Gender Perspectives on Hispanic Literature**  
An examination of a selection of Hispanic literary texts in the light of contemporary gender studies.  
*Restriction: SPANISH 310*

**SPANISH 723 30 Points**

**SPANISH 723A 15 Points**  
**SPANISH 723B 15 Points**

**Advanced Spanish Translation Practice**  
Practical skills in translating from and into Spanish in fields most commonly required in New Zealand.  
*Restriction: SPANISH 309*  
*To complete this course students must enrol in SPANISH 723 A and B, or SPANISH 723*

**SPANISH 725 30 Points**  
**Making Modern Spain 1840-1939**  
The making of modern Spain charts a period in which

gender, class and ideological upheavals intersect with enquiry and debate as to what constitutes the Spanish nation. An overview of key moments of Spanish cultural politics from high Romanticism through to the end of the Spanish Civil War, examining the connections between seduction, both personal and intellectual, and social revolutions.

*Prerequisite: SPANISH 300*

*Restriction: SPANISH 318*

**SPANISH 728 30 Points**

**SPANISH 728A 15 Points**

**SPANISH 728B 15 Points**

**Research Essays**  
Essays within a field, genre or period of literature.  
*To complete this course students must enrol in SPANISH 728 A and B, or SPANISH 728*

**SPANISH 729 30 Points**  
**Latin American Icons: Political Economy of Otherness**

The ways in which Latin America as a place and a people has served as a site of otherness and exoticism providing economic and symbolic capital for the consumption and pleasure of colonial, neo-colonial, and neo-liberal powers. Latin American cultural studies texts offer students a way to read against the grain established by this process.

*Prerequisite: SPANISH 300 or 311 or 313 or HISTORY 310 or POLITICS 332*

*Restriction: LATINAM 306, SPANISH 306*

**SPANISH 730 30 Points**  
**Iberian Conquests: Epic Stories**

Cultural-literary interpretations of Iberian expansion during the Reconquest from the Moors, colonising of the Mediterranean and Atlantic, and Conquest of America. Special attention is paid to various historiographic genres and critiques of colonialist discourse.

*Restriction: SPANISH 301*

**SPANISH 731 30 Points**  
**Modern Hispanic Historical Fiction**

A study of the literary development and ideological function of historical fiction in modern Spain and Spanish America. Special attention is paid to issues of narrative, propaganda and reception in relation to cultural-historical developments.

**SPANISH 734 30 Points**  
**Culture of the Baroque and the Golden Age**

An introduction to the main intellectual and philosophical currents of Golden Age literature covering drama, novel and poetry.

*Restriction: SPANISH 302*

**SPANISH 735 30 Points**  
**Special Topic in Latin American Cultural Studies**

**SPANISH 736 15 Points**  
**Special Topic**

**SPANISH 737 30 Points**  
**Special Topic**

**SPANISH 738 30 Points**  
**Special Topic**

*Prerequisite: SPANISH 300 or Departmental approval*

*Corequisite: SPANISH 700*

*Restriction: SPANISH 313, 316*

**SPANISH 741 30 Points**  
**Spanish Sound Structure**

Provides advanced Spanish learners with a solid



foundation in Spanish phonetics and phonology. Spanish sounds are explained and practiced in order to minimise native-language transfer. Students learn articulatory phonetics, phonetic transcription, and sound-pattern recognition, skills that enable them to discern native pronunciations and discover the principles that underlie the Spanish sound system.

*Prerequisite:* SPANISH 319 or 321 or 377 or 378

*Restriction:* SPANISH 341

### SPANISH 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

### SPANISH 750 15 Points

#### SPANISH 750A 7.5 Points

#### SPANISH 750B 7.5 Points

#### Special Study

Supervised research on a topic or topics approved by the Head of Department.

*To complete this course students must enrol in SPANISH 750 A and B, or SPANISH 750*

### SPANISH 777 15 Points

#### Study Abroad

Formal study in an approved overseas university where the language of instruction is Spanish. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of Spanish. Enrolment requires the approval of the Head of Spanish.

### SPANISH 778 15 Points

#### Study Abroad

Formal study in an approved overseas university where the language of instruction is Spanish. Supplementary study at The University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Head of Spanish. Enrolment requires the approval of the Head of Spanish.

### SPANISH 782 30 Points

#### Dissertation

*Prerequisite:* 30 points from SPANISH 703–737

### SPANISH 792A 22.5 Points

### SPANISH 792B 22.5 Points

#### Dissertation

*To complete this course students must enrol in SPANISH 792 A and B*

### SPANISH 793A 45 Points

### SPANISH 793B 45 Points

#### Thesis

*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*

### SPANISH 796A 60 Points

### SPANISH 796B 60 Points

#### Thesis

*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*

### SPANISH 797A 60 Points

### SPANISH 797B 60 Points

#### Research Portfolio

*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*

## Theology

### Stage I

### THEOLOGY 100 15 Points

#### Beginning Theology in Aotearoa New Zealand

An introduction to some of the established processes or methods of doing theology in context. It will provide development of skills in recognising and analysing the sources for contextual theology and of doing theology in relation to a particular question or issue. This course may also be available in flexible mode.

### THEOLOGY 101 15 Points

### THEOLOGY 101G 15 Points

#### The Bible in Popular Culture

An exploration of biblical themes, images, and metaphors in contemporary film, music and cultural arts through which religion and culture intersect. It develops tools appropriate for analysing popular culture, as it moves from the local to the national to the global.

### THEOLOGY 103 15 Points

#### Reading the Bible

Introduces students to various ways of reading the Bible, with attention to major types of literature in the Bible. Skills will be cultivated in biblical analysis and contemporary approaches to and uses of the text will be evaluated.

*Restriction:* BSTHEO 110

### THEOLOGY 104 15 Points

#### Christianity in Aotearoa New Zealand

An introduction to issues and themes in the history of Christianity in New Zealand, including: the interaction of missionaries and Māori, the settler churches, the church in the twentieth century, and the interface between church and society.

*Restriction:* CHTHEO 142

### THEOLOGY 105 15 Points

#### Worlds and Cultures of the Bible

Selected biblical texts are situated within their historical and socio-cultural contexts. Students will study the cultures of the Ancient Near East and the Graeco-Roman world, and develop competencies in using historical and socio-cultural methodologies,

and literary and artefactual data necessary for understanding and interpreting biblical texts. Attention will also be given to these texts and their contexts in contemporary politics and religion in the Middle East.

*Restriction: BSTHEO 111*

#### **THEOLOGY 106** **15 Points**

#### **THEOLOGY 106G** **15 Points**

##### **Islam and the Contemporary World**

Since the religion of Islam has become a very significant aspect of contemporary global and local societies, this course seeks to introduce students to an understanding of key aspects of Islam and an analysis of its significant contribution to New Zealand society as well as to societies and cultures across the world.

#### **THEOLOGY 107** **15 Points**

##### **Introduction to Christian Theology**

An introduction to key sources and methods drawn upon by Christian theology, including the shaping of ideas of revelation, God, Jesus Christ, creation, humanity and hope. The course examines different ways that these ideas have been related to individual, communal and global life.

*Restriction: CTHTHEO 106, 107, 108, 109, 110*

#### **Stage III**

#### **THEOLOGY 301** **15 Points**

##### **Māori Theology**

An integration of biblical, theological, ethical and spiritual insights in a Māori theology for the contemporary context of Aotearoa New Zealand. It will do this by developing a theological framework drawn from Māori experience past and present and from Māori concepts and principles.

*Prerequisite: Any 30 points at Stage II courses from BTheol Schedule*

#### **THEOLOGY 303** **15 Points**

##### **Feminist Theologies**

An engagement with a variety of critical theologies developed by women in recent decades. Students will explore one or more of these approaches and use these in undertaking a major theological project from one of the critical perspectives explored and developed during the course.

*Prerequisite: Any 30 points at Stage II courses from BTheol Schedule*

#### **THEOLOGY 304** **15 Points**

##### **Ecotheology**

An examination of the relationship of scripture and theology to ecological issues facing contemporary society. Theories and perspectives from the biblical and theological traditions and environmental sciences will be critically examined and brought into dialogue with local ecological issues and their resolution.

*Prerequisite: Any 30 points at Stage II courses from BTheol Schedule*

#### **THEOLOGY 305** **15 Points**

##### **Missiology**

Missiology draws on biblical, historical and theological scholarship in order to reflect critically on the interaction between the theory and praxis of mission. It uses the tools of the social sciences to identify and critique different missiological dynamics, and encourages students to respect the multi-cultural and multi-religious reality of contemporary society.

*Prerequisite: Any 30 points at Stage II courses from BTheol Schedule*

#### **THEOLOGY 306** **15 Points**

##### **Religious Themes in the Arts**

Investigates how biblical and theological themes and spiritualities are interpreted and expressed in historical and contemporary art forms, such as literature, film, art, architecture, music and dance.

*Prerequisite: Any 30 points at Stage II courses from BTheol Schedule*

#### **THEOLOGY 308** **15 Points**

##### **Special Topic in Theology**

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#### **Postgraduate 700 Level Courses**

#### **THEOLOGY 701** **15 Points**

##### **Hermeneutics**

A critical examination of the development of the theory of hermeneutics within the philosophy of the twentieth century and its implications for the various sectors of theological study. It will explore how hermeneutical perspectives combine with methodologies particular to Biblical Studies, Christian Thought and History and Practical Theology.

#### **THEOLOGY 702** **15 Points**

##### **Doing Theology in Context**

A critical reflection on the processes of doing theology, with special reference to Aotearoa New Zealand. Using a theme or issue, students will engage with a variety of theological approaches from Biblical Studies, Christian Thought and History, and Practical Theology. Students will relate these approaches to, and integrate them with, the subject area in which they are majoring.

#### **THEOLOGY 703** **15 Points**

##### **Special Topic**

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#### **Tongan**

##### **Stage I**

#### **TONGAN 101** **15 Points**

#### **TONGAN 101G** **15 Points**

##### **Tongan Language 1**

Focuses on developing initial fluency in the communication skills of listening, speaking, reading and writing. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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##### **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****Postgraduate 700 Level Courses**

*Note: The following courses in Translation Studies may also be taken, with the permission of the relevant Head(s) of Department, as part of an MA in a language subject.*

**TRANSLAT 702 15 Points**  
**Theory and Methodology of Translation**

A critical analysis of different theoretical models of translation will engender a greater understanding of the real nature of translation and the many phases of the translator's task. Methods will be established for the translation of a wide range of text categories.

**TRANSLAT 703 15 Points**  
**Issues in Translation**

Examines views of translation that encompass history, culture, politics and gender. The basic premise upon which the analysis and evaluation of views is based is that the act and the process of translation involve much more than language.

**TRANSLAT 705 30 Points**  
**Advanced Interpreting Practice – Chinese**

Students will be taken from basic dialogue interpreting skills and short segments of discourse through to unilateral consecutive interpreting in legal, medical and business settings of medium to long segments of discourse.

*Restriction:* TRANSLAT 605

**TRANSLAT 707 30 Points****TRANSLAT 707A 15 Points**  
**TRANSLAT 707B 15 Points****Advanced Translation Practice**

The focus is on further developing competence in translation. Students will translate a wide variety of professional texts. Emphasis is on longer texts, which may require special subject knowledge and terminology research.

*To complete this course students must enrol in TRANSLAT 707 A and B, or TRANSLAT 707*

**TRANSLAT 708 30 Points**  
**Advanced Interpreting Practice – Japanese**

A practice-oriented course that will take students from basic dialogue interpreting skills and short segments of discourse through to unilateral consecutive interpreting in legal, medical and business settings of medium to long segments of discourse.

*Prerequisite:* TRANSLAT 713

*Restriction:* This course is available only to students enrolled in Master of Professional Studies, Postgraduate Certificate in Advanced Interpreting, or Certificate of Proficiency

**TRANSLAT 709 30 Points****Advanced Interpreting Practice**

A practice-oriented course that will take students from basic dialogue interpreting skills and short segments of discourse through to unilateral consecutive interpreting in legal, medical and business settings of medium to long segments of discourse.

*Prerequisite:* TRANSLAT 713

*Restriction:* This course is available only to students enrolled in Master of Professional Studies, Postgraduate Certificate in Advanced Interpreting, or Certificate of Proficiency

**TRANSLAT 711 30 Points****Professional English Communication for Translators**

Aims at improving the professional communication skills of translators from non-English-speaking backgrounds. Provides students with an introduction on how to produce clear, concise and correct technical texts in English through practical advice on editing and revising techniques, and focuses on the production of clear, concise and correct written and spoken discourse in English.

*Restriction:* TRANSLAT 721, 722. This course is available only to students of non-English speaking backgrounds

**TRANSLAT 712 30 Points****Computer-aided Translation (CAT) Tools**

Introduces students to a wide range of computer skills for professional translators. Participants will learn how to set up an efficient professional IT environment and how to use software solutions to improve both the quality and the productivity of their work. Special emphasis will be placed on the generation and management of domain-specific terminology. In addition, this course provides students with an overview of and hands-on experience in the use of two market-leading translation memory systems, namely Déjà Vu and SDL Trados.

*Restriction:* TRANSLAT 710, 723

**TRANSLAT 713 30 Points****Community Interpreting and Contextual Studies**

Aims to provide students with the linguistic, translational, and cognitive skills to provide community translation and interpreting services. Focus will be on providing an overview of community translation and interpreting, focusing on the theories, techniques, and ethics that are essential for interpreters working in legal, medical, and business settings; and introducing translators to the subject areas of Law and Medicine, two of the professional areas that they will be working in as community translators and interpreters.

*Restriction:* TRANSLAT 601, 602, 704, 706

**TRANSLAT 714 30 Points****Research Methods in Translation Studies**

Enhances students' knowledge of research methods in Translation and Interpreting Studies, including data collection and analysis as well as written and oral presentation.

*Restriction:* This course is available only to students enrolled in a Master of Professional Studies degree or equivalent

**TRANSLAT 724 30 Points****Localisation**

Theoretical and practical questions of localisation. Students will analyse a variety of electronic, or screen, texts and will learn to translate software applications and websites using a variety of computer-based translation tools. Also deals with theoretical issues arising from the localisation paradigm.



<b>TRANSLAT 725</b> <b>Research Essay</b>	<b>15 Points</b>
A supervised research essay or project on a specific topic in Translation Studies.	
<b>TRANSLAT 726</b>	<b>30 Points</b>
<b>TRANSLAT 726A</b>	<b>15 Points</b>
<b>TRANSLAT 726B</b> <b>Translation Project</b>	<b>15 Points</b>
A supervised research project on a topic in Translation Studies.	
<i>To complete this course students must enrol in TRANSLAT 726 A and B, or TRANSLAT 726</i>	
<b>TRANSLAT 727</b>	<b>45 Points</b>
<b>TRANSLAT 727A</b>	<b>22.5 Points</b>
<b>TRANSLAT 727B</b> <b>Translation Project</b>	<b>22.5 Points</b>
A supervised research project on a topic in Translation Studies.	
<i>To complete this course students must enrol in TRANSLAT 727 A and B, or TRANSLAT 727</i>	
<b>TRANSLAT 728</b> <b>Special Topic</b>	<b>15 Points</b>
<b>TRANSLAT 729</b> <b>Special Topic</b>	<b>15 Points</b>
<b>TRANSLAT 790</b>	<b>30 Points</b>
<b>TRANSLAT 790A</b>	<b>15 Points</b>
<b>TRANSLAT 790B</b> <b>Dissertation</b>	<b>15 Points</b>
<i>To complete this course students must enrol in TRANSLAT 790 A and B, or TRANSLAT 790</i>	
<b>TRANSLAT 792</b>	<b>45 Points</b>
<b>TRANSLAT 792A</b>	<b>22.5 Points</b>
<b>TRANSLAT 792B</b> <b>Dissertation</b>	<b>22.5 Points</b>
<i>To complete this course students must enrol in TRANSLAT 792 A and B, or TRANSLAT 792</i>	

## Women's Studies

### Stage I

<b>WOMEN 100</b> <b>Gender and the Culture of Everyday Life</b>	<b>15 Points</b>
Gender is a significant marker in the understanding of contemporary life and experience. Focuses on four themes: home; work; consumption and leisure; and public worlds to explore how gender shapes and is shaped by everyday actions and encounters. These themes are explored in terms of current issues and of how the future is being shaped by the trends of today.	

### Stage II

<b>WOMEN 202</b> <b>Gender and Visual Culture in the Pacific</b>	<b>15 Points</b>
Issues of gender and migration in the contemporary Pacific. Considers the formation of Pacific Islands diaspora as well as the ways that visual culture, including popular film, media and a range of art forms, have developed and impacted on Pacific Islands cultures.	
<i>Prerequisite: Any 30 points in BA courses or Certificate in Women's Studies</i>	

<b>WOMEN 206</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: Any 30 points in BA courses or Certificate in Women's Studies</i>	

<b>WOMEN 207</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: Any 30 points from courses listed in the Schedule for the BA degree or Certificate in Women's Studies</i>	

### Stage III

<b>WOMEN 306</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: 30 points in BA courses</i>	

<b>WOMEN 307</b> <b>Special Topic</b>	<b>15 Points</b>
<i>Prerequisite: Any 30 points at Stage II</i>	

<b>WOMEN 310</b> <b>Thinking Gender</b>	<b>15 Points</b>
Explores the current issues and debates in the scholarship on gender, focusing in particular on those issues which cross disciplinary boundaries and those which are currently the subject of intense debate in journals.	
<i>Prerequisite: Any 30 points at Stage II from courses listed in the Schedule for the BA degree in Women's Studies</i>	

### Postgraduate 700 Level Courses

<b>WOMEN 700A</b>	<b>15 Points</b>
<b>WOMEN 700B</b>	<b>15 Points</b>

#### Contemporary Debates in Feminist Theory

The focus will be on the politics of difference, including how feminist theory has dealt with notions of ethnicity, class and gender, identity politics, nationalism and issues of post-coloniality.

*To complete this course students must enrol in WOMEN 700 A and B*

<b>WOMEN 701</b> <b>Research Design in Women's Studies</b>	<b>30 Points</b>
Debates on feminist research methodologies provide a theoretical framework for considering issues central to the design of a research project, including problem formation, research ethics and accountability, literature review, development of appropriate methods, analysis and report writing. Students will formulate and pilot an individual or joint research project.	

<b>WOMEN 702</b>	<b>30 Points</b>
<b>WOMEN 702A</b>	<b>15 Points</b>
<b>WOMEN 702B</b> <b>Special Study</b>	<b>15 Points</b>
<i>To complete this course students must enrol in WOMEN 702 A and B, or WOMEN 702</i>	

<b>WOMEN 705</b> <b>Special Topic</b>	<b>15 Points</b>
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<b>WOMEN 706</b> <b>Special Topic</b>	<b>15 Points</b>
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<b>WOMEN 785</b>	<b>45 Points</b>
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<b>WOMEN 785A</b>	<b>22.5 Points</b>
<b>WOMEN 785B</b> <b>Dissertation</b>	<b>22.5 Points</b>

*To complete this course students must enrol in WOMEN 785 A and B, or WOMEN 785*

<b>WOMEN 792</b>	<b>45 Points</b>
<b>WOMEN 792A</b>	<b>22.5 Points</b>
<b>WOMEN 792B</b>	<b>22.5 Points</b>
<b>Dissertation</b>	
<i>To complete this course students must enrol in WOMEN 792 A and B, or WOMEN 792</i>	
<b>WOMEN 796A</b>	<b>60 Points</b>
<b>WOMEN 796B</b>	<b>60 Points</b>
<b>Thesis</b>	
<i>Prerequisite: A BA(Hons) in Women's Studies with at least Second Class Honours, First Division, or equivalent</i>	
<i>To complete this course students must enrol in WOMEN 796 A and B</i>	
<b>WOMEN 797A</b>	<b>60 Points</b>
<b>WOMEN 797B</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>To complete this course students must enrol in WOMEN 797 A and B</i>	

## Writing Studies

*For the list of courses please refer to the Bachelor of Arts Schedule. Prescriptions are listed under their respective subject codes.*

## Faculty of Business and Economics

### Accounting

#### Stage I

<b>ACCTG 101</b>	<b>15 Points</b>
<b>Accounting Information</b>	

Business decisions require accounting information. Covers the role of accounting information and systems to support decision making, control, and monitoring in organisations. Examines general purpose financial statements and the analysis and interpretation of accounting information. Assesses investment opportunities using capital budgeting techniques and compares and evaluates alternative funding sources.  
*Restriction: ACCTG 191*

<b>ACCTG 102</b>	<b>15 Points</b>
<b>Accounting Concepts</b>	

Basic principles and concepts of accounting that underlie the production of information for internal and external reporting. This course provides the technical platform for second year courses in financial and management accounting, finance, and accounting information systems.  
*Prerequisite: ACCTG 101 or 191*  
*Restriction: ACCTG 192*

<b>ACCTG 151G</b>	<b>15 Points</b>
<b>Financial Literacy</b>	

People who understand the basic principles of finance are likely to get much more mileage out of their money – whether spending, borrowing, saving or investing – than those who do not. Develop an understanding of how to be in control of spending and saving; understand borrowing; make informed investment decisions; know broadly what to insure and what not to; recognise scams and consider whether money is the key to happiness.

*Restriction: May not be taken by students with a concurrent or prior enrolment in Accounting or Finance courses*

#### Stage II

<b>ACCTG 211</b>	<b>15 Points</b>
<b>Financial Accounting</b>	

The study of financial accounting principles within New Zealand, to enable students to: (i) understand how they are developed and influenced; (ii) understand and apply New Zealand Financial Reporting Standards; (iii) report the results of complex business structures involving multiple entities and segments. Completing students will understand the role financial statements play in investment, analysis and contracting decisions, providing a base for advanced study and supporting other areas, particularly finance.

*Prerequisite: ACCTG 102 or 192*

*Restriction: ACCTG 292*

<b>ACCTG 221</b>	<b>15 Points</b>
<b>Cost and Management Accounting</b>	

Budgets and standards, costing systems, cost information for decision-making and control, performance appraisal, and contemporary related issues.

*Prerequisite: ACCTG 102 or 192*

*Restriction: ACCTG 291*

<b>ACCTG 222</b>	<b>15 Points</b>
<b>Accounting Information Systems</b>	

Encompasses the development and distribution of economic information about organisations for internal and external decision-making. Major themes include: objectives and procedures of internal control, the database approach to data management, data modelling, typical business documents and reports and proper system documentation through data flow diagrams and flowcharts.

*Prerequisite: INFOSYS 110 or 120 or INFOMGMT 191, and ACCTG 102 or 192*

#### Stage III

<b>ACCTG 311</b>	<b>15 Points</b>
<b>Financial Accounting</b>	

Explanatory and prescriptive theories of accounting provide the context for an examination of the determinants of financial reporting practice in New Zealand with special reference to accounting for pensions, foreign currency, deferred tax and financial instruments. Issues in international accounting and professional ethics are also addressed.

*Prerequisite: ACCTG 211 or 292*

*Restriction: ACCTG 392*

<b>ACCTG 312</b>	<b>15 Points</b>
<b>Auditing</b>	

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*

<b>ACCTG 321</b>	<b>15 Points</b>
<b>Strategic Management Accounting</b>	

A study of the design of revenue and cost management systems to facilitate strategic decisions. This includes activity-based costing and activity-based management. The learning environment is student-centred with the



seminar leader's role being that of facilitator rather than lecturer. Students work not only as individuals but also in teams. The learning environment is a combination of lectures, case studies and related readings.

*Prerequisite:* ACCTG 221 or 291

**ACCTG 323 15 Points**  
**Performance Measurement and Management Control**

The design of planning and control systems in organisations. This includes issues from control theory, strategic management and information systems, with an emphasis on performance evaluation, measurement and analysis. Pertinent areas from productivity theory and Data Envelopment Analysis support the performance analysis.

*Prerequisite:* ACCTG 221 or 291

**ACCTG 331 15 Points**  
**Revenue and Cost Management**

Revenue management concepts and techniques and their support by cost management systems are studied with particular reference to service organisations. The range of services encompasses both private and public sector organisations. Components include: yield management, pricing, linear programming, project management, valuation principles and methodologies.

*Prerequisite:* ACCTG 221 or 291

**ACCTG 371 15 Points**  
**Financial Statement Analysis**

How is financial statement information used to evaluate a firm's performance, risk and value? An opportunity to examine this question and to gain experience in evaluating performance, assessing risk and estimating value.

*Prerequisite:* FINANCE 251 or 261, and ACCTG 211 or 292

**ACCTG 381 15 Points**  
**Special Topic**

**ACCTG 382 15 Points**  
**Special Topic**

**Postgraduate 700 Level Courses**

**ACCTG 701 15 Points**  
**Research Methods in Accounting**

The theory and application of modern research methods in accounting. The content will include the philosophy, process and design of scientific research. Prior knowledge of basic statistical techniques is assumed.

*Restriction:* FINANCE 701

**ACCTG 702 15 Points**  
**Governance Issues in Accounting**

An introduction to the economic literatures relating to property rights, transaction cost economics, and agency theory. Application of these notions to the way in which organisations are structured. Identification of why some transactions are internalised and some are undertaken through markets. The application of these ideas to financial and managerial accounting.

*Restriction:* FINANCE 702

**ACCTG 711 15 Points**  
**Financial Accounting Research**

A study of the contracting-cost theories of accounting policy choice and the related empirical literature. It focuses on agency and efficient contracting explanations for accounting choice. In particular, the course explores the role of accounting in contracts between parties to the firm (eg, manager, shareholders,

debtholders, customers etc). The political process is also analysed to determine the impact on accounting policy choice. Incentives for managers to manipulate earnings under various economic settings are examined and the implications of this behaviour for accounting policy makers are analysed.

**ACCTG 712 15 Points**  
**International Accounting**

An examination of the international dimensions of accounting in an environment that is increasingly global. Examines the international influences on current New Zealand practice and the diversity in accounting practices among New Zealand's economic partners. International harmonisation issues are studied as well as issues generated by foreign trade, eg, accounting for foreign currency transactions and transnational business organisations.

**ACCTG 713 15 Points**  
**Accounting History**

Issues in the methodology of historical research, and substantive topics including: ancient and medieval accounting systems, charge and discharge accounting, the invention of double entry book-keeping, cost and management accounting, corporate financial reporting, auditing, accounting standard setting, and a topic chosen from New Zealand's accounting history.

**ACCTG 714 15 Points**  
**Contemporary Auditing Research**

An examination of the theoretical and empirical literature relating to the demand and supply of auditing, theoretical support for auditing activity, measures of audit quality and related topics.

**ACCTG 721 15 Points**  
**Research in Management Control**

Provides an insight into the theoretical and empirical literature relating to management planning and control in private and public sector organisations. Explores the relationship between strategy, organisation design, performance measurement and evaluation, application of productivity analysis and Data Envelopment Analysis.

**ACCTG 722 15 Points**  
**Research in Revenue and Cost Management**

An examination of revenue and cost management arising from changes in competitive environments. Includes recent research on the design of revenue and cost management systems including developments such as theory of constraints in manufacturing, service and public sector organisations.

*Prerequisite:* ACCTG 221 or equivalent

**ACCTG 732 15 Points**  
**Public Sector Management and Control**

Critically reviews management accounting's decision-support role in public sector policy and service delivery. Theme-based seminars will focus on contemporary issues including health, transportation and local government.

**ACCTG 771 15 Points**  
**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.

<b>ACCTG 780</b> <b>Special Topic</b>	<b>15 Points</b>
<b>ACCTG 781</b> <b>Special Topic</b>	<b>15 Points</b>
<b>ACCTG 782</b> <b>Special Topic</b>	<b>15 Points</b>
<b>ACCTG 786</b> <b>Special Topic in Taxation Accounting</b>	<b>15 Points</b>
To be prescribed by the Head of Department of Accounting and Finance.	
<b>ACCTG 788</b> <b>Dissertation in Accounting for Honours</b>	<b>30 Points</b>
<i>Restriction: ACCTG 789</i>	
<b>ACCTG 796A</b>	<b>60 Points</b>
<b>ACCTG 796B</b>	<b>60 Points</b>
<b>Thesis for MCom</b>	
<i>To complete this course students must enrol in ACCTG 796 A and B</i>	

## Business

### Stage I

<b>BUSINESS 101</b> <b>Business and Enterprise 1</b>	<b>15 Points</b>
Businesses compete for ideas, customers, employees and capital. Entrepreneurs and managers make choices about how to create and capture value through innovation, differentiation of products and services, and how they utilise resources and organise activities. Explores frameworks for understanding how these choices are shaped by markets, technologies, government and society. Develops entrepreneurial thinking, management skills and professional capabilities needed in business. <i>Restriction: MGMT 101, BUSINESS 191</i>	
<b>BUSINESS 102</b> <b>Business and Enterprise 2</b>	<b>15 Points</b>
Builds on BUSINESS 101 and further explores the frameworks for understanding choices by entrepreneurs and managers. Continues to develop individual entrepreneurial thinking, management skills and professional capabilities needed for business success. Positions students to undertake disciplinary specialisations, informed by an understanding of the context and cross-functional nature of business. <i>Prerequisite: BUSINESS 101</i> <i>Restriction: MGMT 101, BUSINESS 192</i>	
<b>BUSINESS 151G</b> <b>Communication in a Multicultural Society</b>	<b>15 Points</b>
Develops communication knowledge and skills for students' careers and interpersonal and intercultural relationships in this theory-based, but practical study of communication knowledge. Offers opportunities to improve your communication knowledge, competencies and skills through the study of interpersonal and intercultural relationships, information literacy, different forms of writing, group communication processes, oral presentations and the impact of technology on communication behaviours. <i>Restriction: BUSINESS 291, MGMT 291</i>	

### Stage II

<b>BUSINESS 200</b> <b>Understanding Business Context</b>	<b>15 Points</b>
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. <i>Prerequisite: BUSINESS 102 or MGMT 101</i> <i>Restriction: MGMT 231, INTBUS 210</i>	
<b>BUSINESS 201</b> <b>Special Topic</b>	<b>15 Points</b>
<b>BUSINESS 291</b> <b>Communication Processes</b>	<b>15 Points</b>
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. <i>Prerequisite: BUSINESS 101 and 102, or BUSINESS 191 and 192, or MGMT 191 and 192, or MGMT 101</i> <i>Restriction: MGMT 291</i>	

### Stage III

<b>BUSINESS 301</b> <b>Special Topic</b>	<b>15 Points</b>
<b>BUSINESS 302</b> <b>Special Topic</b>	<b>15 Points</b>
<b>BUSINESS 303</b> <b>Special Topic</b>	<b>15 Points</b>
<b>BUSINESS 304</b> <b>Strategic Management</b>	<b>15 Points</b>
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. <i>Prerequisite: At least 30 points at Stage II and at least 15 points at Stage III in Management, International Business or Innovation and Entrepreneurship</i> <i>Restriction: MGMT 302</i>	
<b>BUSINESS 307</b> <b>Project Management and Report Writing</b>	<b>15 Points</b>
Develops knowledge and skills in project management and report writing which will underpin BUSINESS 308 Internship and Report. <i>Prerequisite: INNOVENT 201, 303, BUSINESS 309</i>	
<b>BUSINESS 308</b> <b>Internship and Report</b>	<b>30 Points</b>
Develops practical knowledge and hands-on experience through a supervised internship and project in an innovative, entrepreneurial organisation. <i>Prerequisite: INNOVENT 201, 303, BUSINESS 309</i>	
<b>BUSINESS 309</b> <b>Finance and Marketing in Entrepreneurial Ventures</b>	<b>15 Points</b>
Examines the foundation of finance and marketing	

in entrepreneurial ventures operating in areas of high-tech and high-growth. Topics include financial management such as analysis of financial statements, forecasting, valuation, funding and investments, and marketing topics in relation to market identification, validation and penetration and the selling of innovative products and services into national and international markets.

*Prerequisite:* INNOVENT 201 or SCIGEN 201

*Restriction:* INNOVENT 202, BUSINESS 328

### **BUSINESS 328** **15 Points** **Special Topic**

*Prerequisite:* 30 points in Management, International Business and Innovation and Entrepreneurship

*Restriction:* BUSINESS 309

### **BUSINESS 390** **15 Points** **BBIM Capstone Project**

Applied project that requires the integration of skills and theory in both business and information management. Builds directly on courses previously completed in the BBIM programme, consolidating existing skills and knowledge in an applied business setting.

*Prerequisite:* BUSINESS 291 or OPSMGT 357 and either: MKTG 202 and 303, or ACCTG 221 and 211

*Restriction:* BUSINESS 391, 392

#### **Postgraduate 700 Level Courses**

### **BUSINESS 703** **15 Points** **Case Studies: Teaching and Research**

An examination of case study methodology and its relationship to theory building and pedagogy. Building cases for the classroom as well as research purposes.

### **BUSINESS 704** **15 Points** **Quantitative Research Methods**

Students will become familiar with underlying theory and current best practice in quantitative research through discussion and application of topics including measurement, design (including survey design), and computer-based data analysis.

### **BUSINESS 705** **15 Points** **Qualitative Research Methods**

Students will become familiar with current theory and practice as well as methodological debates in the use of qualitative methodologies, including ethnography, case studies, archival research, participant observation, interview and focus group methods, as well as transcription and analysis. A workshop on coding qualitative data will be included.

### **BUSINESS 706** **15 Points** **Directed Readings in Business**

### **BUSINESS 707** **15 Points** **Research Essay**

### **BUSINESS 708** **15 Points** **Special Topic**

### **BUSINESS 709** **15 Points** **Special Topic**

### **BUSINESS 710** **15 Points** **Research Design**

The pursuit of new knowledge requires the ability to recognise and design appropriate and robust research studies. Students explore the principles and practices of research design, including the fundamentals of where knowledge comes from; if and to what degree we can be certain about our findings;

the ethics of research activities; and how a topic might be investigated from multiple approaches and philosophical perspectives.

## **Business 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 731-734

### **BUSACT 702** **15 Points** **Accounting Information Systems**

Examines the process of development and distribution of accounting information for decision making. Emphases will be on the role of accounting information, business processes, system mapping and documentation through data flow diagrams and flowcharts, transaction cycles, and control of risk.

*Prerequisite:* BUSMGT 731-734

### **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 731-734

### **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 731-734

## **Business Administration**

### **Postgraduate 700 Level Courses**

### **BUSADMIN 701** **20 Points** **Accounting and Finance**

The interpretation of information contained in accounts prepared for use within the firm and for parties external to the firm. Understanding the sources of information contained in accounting statements. An overview of modern day capital budgeting techniques, the cost of capital, capital structures and their application to the business environment. Acceptance into this course is subject to sitting and passing a quantitative test to demonstrate competence in basic mathematics and algebra.

### **BUSADMIN 702** **20 Points** **Accounting for Decision Makers**

Financial analysis and management in decision contexts. Strategic analysis, evaluation and use of accounting information.

### **BUSADMIN 705** **20 Points** **Business Law**

Examines the legal environment of business, contract



law, legal rules governing the management of businesses, directorships and partnerships, selected aspects of the Commerce Act and the Fair Trading Act.

**BUSADMIN 710** **Economics** **20 Points**

Principles and frameworks of economic thought to inform managerial decision-making. Monetary and fiscal policy, interpretation of the economic press, and the impact of globalisation of trade are considered.

**BUSADMIN 712** **Leadership in Organisations** **20 Points**

An exploration of leadership from personal, relational and organisational perspectives. A focus on leadership reflective practice and development of skills. Importance of contextual factors and their influence on contemporary leadership. Topics include leadership and communication processes, organisation culture, change and transition, and diversity.

**BUSADMIN 713** **Managing People** **20 Points**

Conceptual frameworks, theories and research relevant to the management of people in contemporary NZ businesses. Topics include: perception and personality, employee motivation and commitment, psychological contracting, work design, team dynamics, recruitment and selection, learning and development, performance management and remuneration. Integration of these topics through goal-setting and problem-solving related to the management of people.

**BUSADMIN 715** **Special Topic** **20 Points**

**BUSADMIN 716** **Special Topic** **20 Points**

**BUSADMIN 717** **Special Topic** **10 Points**

**BUSADMIN 753** **Special Topic** **20 Points**

**BUSADMIN 754** **Special Topic** **20 Points**

**BUSADMIN 760** **Business Law** **15 Points**

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** **Management** **15 Points**

Core theories and their implications for the art and practice of management in modern organisations. *Restriction: BUSADMIN 713, 771*

**BUSADMIN 762** **Marketing** **15 Points**

Customer value and value-creation in markets and the implications for marketing, marketing decision-making, and marketing strategy development. *Restriction: BUSADMIN 772, MARKET 713*

**BUSADMIN 763** **Quantitative Analysis** **15 Points**

Quantitative analysis theory, techniques, and tools to support and facilitate managerial decision-making. Includes financial, statistical, and operational modelling. *Restriction: BUSADMIN 773*

**BUSADMIN 764** **Accounting** **15 Points**

The 'language of business' and related knowledge essential for effective resource allocation and for assessing and communicating the accounting performance of the firm.

*Prerequisite: BUSADMIN 763*

*Restriction: BUSADMIN 702, 774*

**BUSADMIN 765** **Finance** **15 Points**

Describes the role of the financial manager in the creation of wealth for shareholders and stakeholders. Examines the working of the markets for real and financial assets, including techniques for their valuation. Assesses the potential for wealth creation from investment (or divestment) in real assets, the firm's mix of financial assets, and mergers, acquisitions and divestments.

*Prerequisite: BUSADMIN 764*

*Restriction: BUSADMIN 702, 775*

**BUSADMIN 766** **Supply Chain Management** **15 Points**

Creating value through effective and efficient operating and information systems in both product and service-based firms. Emphasises process inter-relationships and infrastructural requirements.

*Prerequisite: BUSADMIN 763*

*Restriction: BUSADMIN 776, OPSMAN 703*

**BUSADMIN 767** **Economics** **15 Points**

Examines consumers, firms, markets, business cycles, behaviours, and policy formation from both micro- and macroeconomics perspectives in a managerial context.

*Prerequisite: BUSADMIN 763*

*Restriction: BUSADMIN 710, 777*

**BUSADMIN 768** **Strategy** **15 Points**

A case-based course addressing the nature and methods of competition, the role and perspective of the general manager, and the art of strategic thinking. *Prerequisite: 60 points from BUSADMIN 761–764 and an additional 30 points from schedule of the Postgraduate Diploma in Business*

*Restriction: BUSADMIN 729, 778*

**BUSADMIN 769** **Special Topic** **15 Points**

*Restriction: BUSADMIN 779*

**BUSADMIN 771** **Managing Organisations and People** **15 Points**

The theory and practice of organising, managing, and leading within the workplace and the implications for both business efficiency and effectiveness.

*Restriction: BUSADMIN 713, 761*

**BUSADMIN 772** **Marketing for Growth** **15 Points**

Processes which shape and drive buyer behaviour and value creation for both customers and enterprise. Examines the nature of marketing, marketing decision-making, and the development of marketing strategies for both consumer and business-to-business markets. Emphasises marketing to achieve substantive growth.

*Restriction: BUSADMIN 762, MARKET 713*

**BUSADMIN 773** **15 Points**  
**Modelling and Analysing for Management**  
 The use of quantitative models to facilitate managerial decision-making through systematic analysis. It covers an overview of quantitative modelling techniques and their application to business problems. The course is multi-disciplinary in nature and links to a number of functional areas including accounting and finance, marketing and operations management.  
*Restriction: BUSADMIN 763*

**BUSADMIN 774** **15 Points**  
**Financial Reporting and Control**  
 Accounting is the language that pervades organisations and markets because it is used to engage and measure commercial transactions and to determine performance. This course covers accounting knowledge essential for effective resource allocation and for quantifying, assessing, and communicating information about the economics and performance of the enterprise.  
*Prerequisite: BUSADMIN 773*  
*Restriction: BUSADMIN 701, 702, 764*

**BUSADMIN 775** **15 Points**  
**Financial Management**  
 Assesses the role financial managers play within the management team as they seek to create wealth for shareholders and stakeholders. Examines the working of the markets for real and financial assets, including techniques for their valuation. Assesses the potential for wealth creation from investment (or divestment) in real assets, the firm's mix of financial assets, and mergers, acquisitions and divestments.  
*Prerequisite: BUSADMIN 774*  
*Restriction: BUSADMIN 701, 702, 765*

**BUSADMIN 776** **15 Points**  
**Operations and Supply Chain Management**  
 Focuses on the development of important managerial skills needed to ensure the continuing effective contribution of an enterprise's productive processes and information systems to its competitive position and performance. Emphasises learning about the complex operations and infrastructure required for (1) product development and manufacture and (2) service design and delivery.  
*Prerequisite: BUSADMIN 773*  
*Restriction: BUSADMIN 766, OPSMAN 703*

**BUSADMIN 777** **15 Points**  
**Business Economics**  
 Micro- and macroeconomic aspects of consumers, firms, markets, business cycles, and policy formation from a managerial perspective. Examines attributes and behaviours of units comprising the economy – consumers, markets, individual firms, and industries – as well as the nature, roles, and impacts of policy-making on the macroeconomy.  
*Prerequisite: BUSADMIN 773*  
*Restriction: BUSADMIN 710, 767*

**BUSADMIN 778** **15 Points**  
**Strategic Management**  
 The art, science, and practice of strategic thinking and entrepreneurial action. Examines the 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 with emphasis on growth by acquisition or merger. Provides practical experience in identifying, assessing, and valuing strategic opportunities for growth.  
*Prerequisite: BUSADMIN 768 or 778*

**BUSADMIN 781** **15 Points**  
**Leadership and Ethics**  
 Alternative leadership styles, self-knowledge, and the dynamics of leadership as a vital process. Examines the nature, need for, and impacts of creativity, responsibility, and probity in enterprise leadership and related communications.  
*Prerequisite: BUSADMIN 768 or 778*

**BUSADMIN 782** **15 Points**  
**Entrepreneurship and Innovation**  
 Contemporary theory and practice of entrepreneurship and innovation in small-to-medium-sized enterprises (SMEs). Topics include opportunity recognition, new product and venture development, risk management, and venture financing.  
*Prerequisite: BUSADMIN 763 or 773, and 768 or 778*

**BUSADMIN 783** **15 Points**  
**International Business**  
 Factors impacting enterprises seeking to globalise and contemporary issues in the conduct of international business. Examines the impacts of other countries' economic, political, cultural, and legal environments on an enterprise's operational and strategic alternatives and its managerial decisions.  
*Prerequisite: BUSADMIN 768 or 778*

**BUSADMIN 784** **15 Points**  
**Managers and the Law**  
 Impact of the law on management of the enterprise. Legal requirements, issues, and mechanisms critical to achieving the strategic objectives and managing the risk/reward profile of the firm. Identification of sources of potential legal problems. Law and the international business environment.  
*Prerequisite: BUSADMIN 768 or 778*  
*Restriction: BUSADMIN 705, 760, MĀORIDEV 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 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

**BUSINT 702 15 Points****Cases in International Business and Management**

Provides advanced in-depth analysis of current issues in International Business and International Management.

*Prerequisite:* BUSMGT 741–744

*Restriction:* INTBUS 722

**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 741–744

*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 705 30 Points****International Business Dissertation**

*Prerequisite:* BUSMGT 741–744

*Restriction:* INTBUS 782

**Business Management****Postgraduate 700 Level Courses****BUSMGT 701 7.5 Points****Professional Development Module 1**

Establishes an understanding of the complexity of organisational contexts and the challenges and issues which confront managers. Provides opportunities for the development of applied communication skills and career planning strategies.

**BUSMGT 702 7.5 Points****Professional Development Module 2**

Focuses on the individual and develops key interpersonal strategies and skills for professionals to function effectively and cooperatively in a range of business environments.

*Prerequisite:* BUSMGT 701

**BUSMGT 703 7.5 Points****Professional Development Module 3**

Creates understanding of an entrepreneurial mindset and emphasises techniques for identifying and evaluating business opportunities. Engages the emerging manager in developing advanced planning and implementation skills through the use of case studies.

*Prerequisite:* BUSMGT 702

**BUSMGT 704 7.5 Points****Professional Development Module 4**

Delivers a capstone experience through the critical analysis of applied scenarios, cases and simulations. The emphasis is on the development of advanced professional attributes which are essential to organisational leadership, including advanced communication and effective team engagement.

*Prerequisite:* BUSMGT 703

**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****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 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 macroeconomic 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. The course will involve a substantial independent applied project surrounding the investigation and integration of corporate and marketing strategies.

*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 721** **15 Points**  
**Supply Chain and Operations Management**

Focuses on the impact of an organisation's productive processes and information systems on its performance. Emphases are placed on the infrastructure and operations required for both product and service developments and deliveries.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B– average

**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**

Provides a comprehensive review of contemporary leadership and governance theories and practices. The student will achieve a deep understanding of the influence of institutional context, organisational structure, culture, ethics and gender on leadership and governance processes through an applied project.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B– average

**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**

Focuses on the analysis of financial statements and the assessments of an organisation's performance. Develops an understanding of appropriate tools and techniques used to measure and assess risk and value.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B– average

**BUSMGT 734** **15 Points**  
**Strategic Management Accounting**

Focuses on the understanding and designing of revenue and cost management systems to facilitate strategic decisions and management control. The student will achieve a deep understanding of strategic cost management, budgetary control systems and performance measurement through an applied project.

*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:* 60 points from BUSMGT 711–714 with at least a B– average

*Restriction:* INTBUS 725

**BUSMGT 743** **15 Points**  
**Competing in Asia**

Examines the different national institutional environments in the Asia-Pacific region. Provides an understanding of the changes that are taking place in key economies in the region and the implications for competition.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B– average

*Restriction:* INTBUS 727

**BUSMGT 744** **15 Points**  
**Global Strategy and Operations**

Examines the operations and strategy of the international firms. The student will achieve a deep understanding of the mechanisms for international networking, operational requirements in a global context, and strategy implementation in multinational organisations through an applied project.

*Prerequisite:* 60 points from BUSMGT 711–714 with at least a B– average

*Restriction:* INTBUS 721, 724

## Commercial Law

### Stage I

#### COMLAW 101 15 Points Law in a Business Environment

Decision makers in commerce and industry require an understanding of legal structures, concepts and obligations. Provides an introduction to the New Zealand legal system and the legal environment in which businesses operate, and also introduces legal concepts of property and the law of obligations, including detailed study of various forms of legal liability relevant to business.

*Restriction: COMLAW 191*

#### COMLAW 151G 15 Points The (Un)Lawful World: Law in Contemporary Life

An examination of and guide to the laws and legal institutions that shape contemporary life. The focus will be on the laws that people are most likely to brush up against in everyday life and current legal controversies. Topics may include crime and the criminal justice system, residential tenancies, employment disputes, consumer transactions, and the protection of creativity and innovation.

### Stage II

#### COMLAW 201 15 Points Commercial Contracts

Every business transaction involves a contract. Commercial Contracts examines the general principles of the law of contract including the process of formation of a contract, the interpretation of contractual terms and the various obstacles which may impede the enforceability of a bargain. Introduces the special features of contracts in digitally networked environments and issues relating to breach of contract and consumer protection.

*Prerequisite: COMLAW 101 or 191*

#### COMLAW 203 15 Points Company Law

Companies are by far the most used vehicle for doing business and an understanding of the rules that govern them is essential for everyone involved in commerce and industry. Examines the nature of a company, incorporation and share capital, the concept of separate legal personality, how a company interacts with the world and the roles of the stakeholders in a company including directors and shareholders. A sound understanding will help decision makers to take the advantages of corporate structure while avoiding pitfalls and legal liability.

*Prerequisite: COMLAW 101 or 191*

#### COMLAW 209 15 Points Special Topic

*Prerequisite: COMLAW 101 or 191*

### Stage III

#### COMLAW 301 15 Points Taxation

An introduction to the Income Tax Act and the Goods and Services Tax Act, with emphasis on developing an understanding of these types of tax as relevant to taxpayers. Specific topics include the nature of income, taxation of common types of income (such as wages, shares and land), the deduction and prohibition

of various types of expenses, tax accounting issues (cash or accrual basis), provisional tax, rebates, PAYE system, tax returns and an introduction to GST.

*Prerequisite: COMLAW 201 or 203*

#### COMLAW 303 15 Points Receiverships and Reconstructions

A business in difficulty may fail or it may be rehabilitated. Receiverships and Reconstructions looks at aspects of business failure and near failure including informal workouts, formal business rescue regimes, company receiverships and personal bankruptcy. Students will develop the skills and expertise to operate in these fields.

*Prerequisite: COMLAW 203 or LAW 417*

#### COMLAW 304 15 Points Business Structures for Enterprises

Business 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 15 Points Securities Markets and Investment Law

Businesses need investment to grow. Many raise finance from the securities markets, in particular by listing on the Stock Exchange. Topics include raising money from the public and the rules relating to insider trading, market manipulation, disclosure obligations, takeovers and listing on the Stock Exchange and will benefit investment advisers and anyone involved in the financial markets.

*Prerequisite: COMLAW 203*

#### COMLAW 306 15 Points Marketing Law

Marketers are not free to say what they want. A variety of laws and codes govern the claims made about goods and services and the ways in which they are presented and sold. Marketing Law covers consumer legislation, product distribution, advertisement regulation, branding, privacy and competition law. It builds skills in problem solving, decision making and written communication.

*Prerequisite: COMLAW 201 or 203; or COMLAW 101, MKTG 201; or COMLAW 191, MKTG 291*

#### COMLAW 307 15 Points International Trade Law

An introduction to the private law relationships which exist between buyers, sellers, insurers and bankers concerned with international trade. Major topics include: the sale of goods contract, the Vienna Convention, CIF and FOB contracts, marine insurance, the bill of lading, the Warsaw Convention and regional trade agreements such as CER.

*Prerequisite: COMLAW 201*

#### COMLAW 311 15 Points Advanced Taxation

An advanced study of Income Tax and Goods and Services Tax, with emphasis on the important tax regimes applicable to business taxpayers and high-wealth individuals. Specific topics include corporate taxation, dividends and imputation, company losses and grouping, qualifying companies, trusts,



partnerships, financial accruals, international taxation, the disputes procedure and penalties regime, and evasion and avoidance.

*Prerequisite:* COMLAW 203 and 301, or LAW 429 and LLB Part II

*Restriction:* LAW 409

#### **COMLAW 314 15 Points** **Employment Law**

The success of a business depends on the maintaining of a productive relationship with its employees. Employment Law covers the legal principles governing the employment relationship. Specific topics include bargaining, personal grievances, enforcement of employment contracts, strikes and lockouts, the rules regarding holidays, and health and safety obligations.

*Prerequisite:* COMLAW 201 or 203; or COMLAW 101 and MGMT 223; or COMLAW 191 and MGMT 292 or 293 or BUSINESS 292 or 293

*Restriction:* COMLAW 204

#### **COMLAW 315 15 Points** **Finance and Property Law**

Examines the legal concepts of property and ownership which are central to securing repayment of debt. Major topics include types of security over personal and real property; statutory provisions regulating credit contracts and property rights; general principles relating to guarantees; legal aspects of commercial leasing; liability of professional advisers and aspects of unsecured lending.

*Prerequisite:* COMLAW 201 or 203 or PROPERTY 271

#### **COMLAW 318 15 Points** **Special Topic**

#### **COMLAW 320 15 Points** **Intellectual Property and Innovation**

Managers and entrepreneurs need to understand the legal rules governing the protection and commercialisation of innovative ideas and information and their application in business. Topics covered include the role of copyright in a technological society, the importance of secrecy in protecting valuable ideas by way of patents and the common law, and the interaction of contract with elements of intellectual property.

*Prerequisite:* COMLAW 101 or 191 or LAW 101 and 15 points from Stage II COMLAW

#### **COMLAW 321 15 Points** **Special Topic**

### **Postgraduate 700 Level Courses**

#### **COMLAW 740A 15 Points**

#### **COMLAW 740B 15 Points** **The Tax Base**

An advanced study of the breadth of the New Zealand income tax base, including the different concepts of income, its timing and recognition. Comparisons between the nature of capital and income, and the differing treatment of each, provides a deeper understanding of the policy behind the New Zealand income tax regime. Provides a theoretical background and detailed technical knowledge of the scope and application of the most significant regimes for income, deduction and timing in the Income Tax Act 2004.

*To complete this course students must enrol in COMLAW 740 A and B*

#### **COMLAW 741A 15 Points**

#### **COMLAW 741B 15 Points**

#### **International Taxation**

Tests of residence for individuals and corporations. The wider tax base for off-shore income of New Zealand residents. Income derived by overseas residents from New Zealand activities. The Double Tax Treaty System. Selecting the country of residence. Anti-avoidance measures directed at transnational activity. The use of tax havens. As well as New Zealand taxation law, the course also examines the municipal revenue law of some of our trading partners.

*To complete this course students must enrol in COMLAW 741 A and B*

#### **COMLAW 746 15 Points** **Taxation of Corporates**

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.

#### **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 749 15 Points** **Tax Avoidance**

An advanced study of all aspects of the general anti-avoidance provision contained in the Income Tax Act 2004. Provides a detailed analysis of the structure, function and application of the general anti-avoidance provision and of its relationship to the "black-letter" tax law. Comparisons with the statutory and common law responses to tax avoidance in other jurisdictions, including Australia, Canada, the UK and US provide a deeper understanding of the policy behind New Zealand's general anti-avoidance provision.

#### **COMLAW 750 15 Points** **Tax Policy**

An examination of the tax policy issues arising in New Zealand and all tax systems. Topics studied may include historical background, the objectives of taxation and various criteria for evaluating tax systems, basic economic concepts used to analyse

tax systems, economic analysis of types of taxation, distinction between capital and income, theory of capital taxation, and the structure of indirect taxation.

**COMLAW 751** 15 Points  
**Taxation of Property Transactions**

This course examines all of the tax consequences of acquiring, holding, developing, building on, leasing or otherwise dealing with land and personal property.

**COMLAW 752** 15 Points  
**Taxation of Corporate Finance**

An examination of the theory and practice of the taxation of corporate finance and financial institutions. Topics considered in the analysis of the taxation of corporate finance include the major activities carried on by banks and companies of all descriptions in order to raise capital, return value to shareholders, and acquire, reorganise and dispose of businesses.

**COMLAW 753** 15 Points  
**Tax Administration**

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.

**COMLAW 754** 15 Points  
**Special Topic in Taxation Law**  
(For the MTaxS.)

**COMLAW 755** 30 Points

**COMLAW 755A** 15 Points  
**COMLAW 755B** 15 Points  
**Special Topic in Taxation Law**  
(For the MTaxS.)

*To complete this course students must enrol in COMLAW 755 A and B, or COMLAW 755*

**COMLAW 756** 15 Points  
**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.

**COMLAW 757** 15 Points  
**Special Topic in Taxation Law**

**COMLAW 758** 15 Points  
**Special Topic**

**COMLAW 788** 30 Points  
**Dissertation for BCom(Hons)**

**COMLAW 789** 15 Points  
**Research Essay in Taxation Law**  
(For the MTaxS.)

**COMLAW 790** 30 Points  
**Dissertation in Taxation Law**  
(For the MTaxS.)

**COMLAW 794A** 45 Points  
**COMLAW 794B** 45 Points  
**Thesis in Taxation Law**

(For the MTaxS.)  
*To complete this course students must enrol in COMLAW 794 A and B*

**COMLAW 796A** 60 Points  
**COMLAW 796B** 60 Points  
**Thesis in Commercial Law**

*To complete this course students must enrol in COMLAW 796 A and B*

## 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  
**Project in Commercialisation**

A supervised project requiring the application of knowledge and skills for the commercialisation of a creative application of science and technology. The commercialisation project will involve the identification and analysis of complex, open-ended problems and issues associated with commercialisation. A written commercialisation report will present findings and a plan for commercialisation. Projects will be sourced from universities, CRIs and science and technology based enterprises.

**COMENT 706** 15 Points  
**Special Topic**

**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

*Note: Students intending to advance beyond Stage I should include MATHS 108 or 150 in their first year programme.*

**ECON 101** 15 Points  
**Microeconomics**  
 Offers an introduction to the workings of market systems. This course deals with the economic behaviour of consumers and firms, covering analysis of demand and supply of goods, services and resources within an economy. The framework developed is used to examine and evaluate the operation of the market mechanism for various market structures and government policies.  
*Restriction: ECON 191*

**ECON 111** 15 Points  
**Macroeconomics**  
 Analyses aggregate economic activity in the national economy and its interrelationships with the rest of the world. Emphasis is placed on basic principles involved in the determination of the level of national output, the aggregate price level, and the money supply. Alternative explanations of key macroeconomic problems and relevant economic policies are compared. The theoretical concepts are illustrated from a range of New Zealand and international applications.

**ECON 151G** 15 Points  
**Understanding the Global Economy**  
 Economics affects our daily lives and the global environment in many ways. Through the media we are constantly made aware of price increases, interest rate changes, exchange rate movements and balance of payments problems, growth and recessions, standard of living comparisons, regional trading agreements. What does it all mean and how does it all work?  
*Restriction: May not be taken by students with a concurrent or prior enrolment in Economics courses*

**ECON 191** 15 Points  
**Business Economics**  
 Introduction to economic analysis, with an emphasis on firms and their operating environment. Pricing and output decisions and cost and profit determination in competitive, imperfectly competitive, and monopolistic markets. Macroeconomic factors and policies affecting business activity in a small open economy.  
*Restriction: ECON 101, 111*

### Stage II

*Note: Students intending to major in Economics must include ECON 201 and 211 in their programme.*

**ECON 201** 15 Points  
**Microeconomics**  
 Study of the allocation of scarce resources among competing end uses. Intermediate-level analysis of the economic behaviour of individual units, in particular consumers and firms. Although the focus is on perfectly competitive markets, attention is also given to other types of markets. Analysis also includes concepts of expected utility and uncertainty, and welfare economics.  
*Prerequisite: ECON 101 and MATHS 108 or 150 or 153*

**ECON 202** 15 Points  
**Managerial Economics**  
 An applied economics course which shows how various concepts and techniques drawn from economics, finance, mathematics and statistics can be used to develop and use computer-based models in decision-making, particularly in an uncertain environment.  
*Prerequisite: ECON 101 or 191, and 111*

**ECON 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 and MATHS 108 or 150 or 153*

**ECON 212** 15 Points  
**Game Theory and Economic Applications**  
 An introduction to the fundamental concepts of non-cooperative and cooperative game theory: the concept of strategy; two person constant sum non-cooperative games and the 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: ECON 101 or 191 and MATHS 108 or 150 or 153 or 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: ECON 101 or 191 or 111 and MATHS 108 or 150 or 153 and STATS 101 or 102 or 108 or 125 or 191*

**ECON 232** 15 Points  
**Development of the International Economy**  
 The development of the international economy and changing economic relationships that have taken place since the late nineteenth century. The causes and consequences of growing interdependency among nations are examined. Changing patterns of trade and migration of capital and labour are analysed, as are

cyclical and secular trends in output, employment and investment. The focus is on the development of institutions as well as the economic and social conditions that induce and validate change.

*Prerequisite: ECON 101 or 191, and 111*

#### **ECON 241** **15 Points** **International Economics**

An introduction to issues in international trade and finance. Important issues for the international economy and the development of conceptual frameworks for understanding and analysing these issues will be discussed. Topics include: theories of international trade, exchange rate regimes, international capital flows and speculation, multilateral and regional trade agreements, issues in trade policy and the political economy of trade policy.

*Prerequisite: ECON 101 or 191, and 111*

#### **ECON 271** **15 Points** **Special Topic**

*Prerequisite: ECON 101 or 191, and 111*

### **Stage III**

#### **ECON 301** **15 Points** **Advanced Microeconomics**

Advanced treatment of aspects of general equilibrium and game theory. Applications of this basic theory to the analysis of topics in uncertainty, contracts, auctions, oligopoly, and information economics.

*Prerequisite: ECON 201*

#### **ECON 302** **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: COMLAW 101 or LAW 101, and ECON 201*

#### **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*

#### **ECON 311** **15 Points**

##### **Macroeconomic Theory and Policy**

This course is designed to teach students modern macroeconomic analysis and focuses on the standard dynamic general equilibrium model, which is central to current macroeconomic research. Students are given a careful introduction to the overlapping generations version of this model and shown how this model can be adapted in different ways to address a wide variety of economic issues and policy questions.

*Prerequisite: ECON 211*

#### **ECON 321** **15 Points**

##### **Econometrics**

Development of the linear regression model, its basis, problems, applications and extensions. Attention is also given to techniques and problems of simultaneous equations modelling, time-series analysis and economic forecasting.

*Prerequisite: ECON 201 or 211, and ECON 221 or STATS 207 or 208 or 210*

#### **ECON 322** **15 Points**

##### **Applied Econometrics**

Provides a basic understanding of some of the econometric methods and models. Applications of basic linear regression, including: demand systems, time-series analysis including unit roots and co-integration, simulation and resampling methods. Also includes practical computing classes.

*Prerequisite: ECON 201 or 211, and ECON 221*

#### **ECON 341** **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: ECON 201*

#### **ECON 342** **15 Points**

##### **International Economic Policy**

An analysis of current international economic policy issues, including their implications for New Zealand. A variety of approaches are used, including issue-based analysis of key international economic policy problems, comparative analysis of regional trading arrangements, and a case study that focuses on international economic policy issues related to a selected region.

*Prerequisite: ECON 241 or 341 or 352*

#### **ECON 343** **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: ECON 201*

#### **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, eg, forwards and/or options to manage exchange rate risk.

*Prerequisite: ECON 201*

**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: ECON 201 and 211*

**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 Resource Economics**

Examines the economics of resource use with a particular emphasis on world oil markets and issues surrounding energy security. Energy markets are analysed with an emphasis on the electricity market. Issues surrounding energy economics and climate change, energy efficiency and policy measures to promote renewable energy sources are also discussed.

*Prerequisite: ECON 201*

**ECON 373 15 Points**  
**Environmental Economics**

An overview of the theory and empirical practice of economic analysis as it is used in evaluating environmental problems. Topics include: static and dynamic efficiency; environmental policy (pollution and economic efficiency); analysis of economic instruments, such as tradable property rights and pollution taxes; the allocation of non-renewable and renewable resources; and contemporary issues of growth, trade and the environment, sustainable development, and climate change.

*Prerequisite: ECON 201*

**ECON 374 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*

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**Postgraduate 700 Level Courses**

**ECON 701 15 Points**  
**Microeconomic Theory 1**

Advanced treatment of traditional topics from "core" microeconomics, including consumer theory and

duality, expected utility theory, general equilibrium, game theory and the economics of information.

**ECON 702 15 Points**  
**Industrial Organisation**

Industrial Organisation (IO) is concerned with the interdependence of market structure, firm behaviour and market outcome. Concepts of game theory will be systematically introduced and applied to study strategic firm behaviour in a variety of general and more industry-specific market settings. In each case, we will analyse the implications of the market behaviour for consumers and society and explore the potential role for public policy with instruments like regulation, competition policy and patent policy.

**ECON 703 15 Points**  
**Labour Economics and Human Resources**

An advanced survey with emphasis on microeconomic modelling, econometric analysis and policy applications. Topics include: labour force participation, investment in education, returns to education, unemployment, collective bargaining and wage dispersion, discrimination, modelling risk, crime and illegal labour markets, migration, and labour market outcomes of immigration.

**ECON 711 15 Points**  
**Macroeconomics 1**

This is a core course in macroeconomic theory which addresses fundamental problems including economic growth, consumption and saving decisions, investment, unemployment, and fiscal policies in the context of mainstream models of the economy.

**ECON 712 15 Points**  
**Macroeconomics 2**

This is an advanced course in dynamic macroeconomic modelling, with an emphasis on applications. Models of business cycles, growth, unemployment, and government policy are covered, drawing from papers at the current research frontier. Students will learn to apply these methods to analyse contemporary economic problems in New Zealand and other countries.

**ECON 713 15 Points**  
**Monetary Economics**

Examines a number of advanced topics in monetary economics. Topics include: relations of money, prices and output, macroeconomic models with money, monetary policy, roles of central banks, and monetary business cycles.

**ECON 721 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 cointegration theory, non-linear time series analysis and continuous



time models. Students will be introduced to practical time series forecasting methods.

**ECON 726 15 Points**  
**Microeconometrics**

Empirical analysis of microeconomic data, covering theoretical and practical issues. Model design, identification, estimation and hypothesis testing in a range of microeconomic contexts to provide a basis for the analysis of public policy and/or commercial decisions.

**ECON 741 15 Points**  
**Topics in International Trade**

Advanced treatment of selected developments in international trade theory, current trade policy issues, and trade policy modelling.

**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 747 15 Points**  
**The European Economies**

International trade and monetary issues involved in integration in Western Europe and transition in Eastern Europe. History of the facts, theory of preferential liberalisation and analysis of the Single Market programme, Common Agricultural Policy, regional policy and competition policy. An analysis of monetary issues: optimum currency areas, history of monetary integrations in Europe, analysis of the EMU, ECB and fiscal federalism.

**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 1**

Fundamental theorems of public economics, market failure, public choice theory, and distribution; the role of the economist in the making of public policy in a modern mixed economy, ideologies and critiques of the market model, the economics of the welfare state, welfare and tax reform in New Zealand, and applied poverty issues.

**ECON 763 15 Points**  
**Public Economics and Policy 2**

Theoretical foundations of equity, taxation in partial and general equilibrium, limitations of private insurance markets, health insurance; interpreting the government's budget, social insurance, the economics of an ageing population, pensions, savings issues, annuities and old age care, intergenerational and intra-generational equity issues.

**ECON 764 15 Points**  
**Health Economics**

Economic aspects of health and health services. Analysis of expenditure on healthcare. The structure and financing of health services and health reform. Cost benefit and cost-effectiveness and analysis in healthcare. Specific healthcare issues in the New Zealand health system.

**ECON 771 15 Points**  
**Economics of Development**

Contemporary issues in development economics. Topics include: the way economists' approaches to leading development issues have evolved to the present; and leading development issues, including sources of economic growth, the role of population, human capital and innovation, labour and migration, international trade and foreign aid, and strategies for sustainable economic development. There is emphasis on the 'Newly Industrializing Countries' and other Third World developing countries.

**ECON 772 15 Points**  
**Trade and Development**

Focuses on the link between trade and development and contemporary issues relating to trade strategies and structural adjustment policies with particular emphasis on developing countries.

**ECON 773 15 Points**  
**The History of Economic Thought**

Covers a selection of topics in the history of economic ideas, including classical economics, post-classical microeconomics and macroeconomics including Keynesian, Austrian, institutional economics and behavioural economics. Topics in twentieth century economics and twentieth century debates on international monetary reform will be given emphasis.

**ECON 775 15 Points**  
**Economics of the Environment**

Economics of natural resource use and policy. Externality, welfare economics, price theory. Sustainability, future generations and equity. Environmental macroeconomics, trade. Non-market valuation methods, species preservation. International issues.

**ECON 776 15 Points**  
**Experimental Economics**

Experiments provide an important link between economic theory and observation. This course will (1) undertake a systematic evaluation of the existing experimental literature with emphasis on game theoretic experiments; (2) instruct students on how to design suitable experiments to test a theoretical conjecture; (3) teach students how to collect and analyse data in a controlled setting and (4) help students begin doing actual research.

**ECON 781 15 Points**  
**Microeconomic Theory 2**

A variety of topics from theoretical microeconomics at the advanced level.

**ECON 782 15 Points**  
**Regulation and Competition Policy**

This course discusses utility regulation linked to the economics of telecommunication, electricity, water and gas. It introduces the economic principles of competition policy and discusses them with the most recent regulation and competition policy cases in New Zealand and elsewhere.

**ECON 783 15 Points**  
**Energy Economics**

Discusses regulation and market design issues for energy and carbon markets. Natural resource economics and electricity markets are covered in depth. Peak oil issues are discussed as well as the economics of climate change.

<b>ECON 784</b> <b>Special Topic</b>	<b>15 Points</b>
<b>ECON 788A</b>	<b>15 Points</b>
<b>ECON 788B</b> <b>Honours Dissertation</b>	<b>15 Points</b>
<i>Restriction: ECON 789</i> <i>To complete this course students must enrol in ECON 788 A and B</i>	
<b>ECON 790A</b>	<b>15 Points</b>
<b>ECON 790B</b> <b>Dissertation (MCom/MA)</b>	<b>15 Points</b>
<i>To complete this course students must enrol in ECON 790 A and B</i>	
<b>ECON 794A</b>	<b>45 Points</b>
<b>ECON 794B</b> <b>Thesis for MCom/MA</b>	<b>45 Points</b>
<i>To complete this course students must enrol in ECON 794 A and B</i>	

## Finance

### Stage II

<b>FINANCE 251</b> <b>Financial Management</b>	<b>15 Points</b>
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. <i>Prerequisite: ACCTG 102 or 192</i>	
<b>FINANCE 261</b> <b>Introduction to Investments</b>	<b>15 Points</b>
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. <i>Prerequisite: FINANCE 251</i>	

### Stage III

<b>FINANCE 310</b> <b>Applied Financial Modelling</b>	<b>15 Points</b>
Develops technical skills in building models to solve problems in Finance. A series of case studies involving basic financial decisions are used to integrate financial modelling skills. Builds on material introduced in FINANCE 251/261 in an applied setting. <i>Prerequisite: FINANCE 251 and 261, or 251 and ACCTG 371</i> <i>Restriction: FINANCE 383</i>	
<b>FINANCE 351</b> <b>Advanced Financial Management</b>	<b>15 Points</b>
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. <i>Prerequisite: FINANCE 251</i>	
<b>FINANCE 361</b> <b>Modern Investment Theory and Management</b>	<b>15 Points</b>
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*

<b>FINANCE 362</b> <b>Risk Management</b>	<b>15 Points</b>
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. <i>Prerequisite: FINANCE 261 and MATHS 208 or 250</i>	

<b>FINANCE 383</b> <b>Banking and Financial Institutions</b>	<b>15 Points</b>
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. <i>Prerequisite: FINANCE 251 or ECON 201 and 211</i>	

<b>FINANCE 384</b> <b>Special Topic</b>	<b>15 Points</b>
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### Postgraduate 700 Level Courses

<b>FINANCE 701</b> <b>Research Methods in Finance</b>	<b>15 Points</b>
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. <i>Restriction: ACCTG 701</i>	
<b>FINANCE 702</b> <b>Governance Issues in Finance</b>	<b>15 Points</b>
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. <i>Restriction: ACCTG 702</i>	
<b>FINANCE 705</b> <b>Empirical Finance</b>	<b>15 Points</b>
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.	
<b>FINANCE 706</b> <b>Financial Modelling</b>	<b>15 Points</b>
Concentrates on the theme of financial econometrics, a topic of fundamental and increasing importance in finance research. Students study finance research through training in various statistical procedures, techniques and models in financial econometrics, such as bootstrapping methods, autoregressive models, unit root tests, and ARCH and GARCH modelling and the examination of current issues. Students gain knowledge of major international databases, statistical packages and software essential for advanced research.	



**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 763 15 Points**  
**International Finance**

An examination of theoretical and empirical perspectives on important issues in international finance. Topics will include: financial management of a multinational enterprise, macroeconomic effects, currency risk management and international capital budgeting. A portion of the course will also be devoted to international portfolio investments and diversification. This course builds on knowledge gained in FINANCE 251, 261 and 702.

**FINANCE 781 15 Points**  
**Special Topic in Finance****FINANCE 782 15 Points**  
**Special Topic****FINANCE 788 30 Points**  
**Dissertation in Finance for BCom(Hons)**  
*Restriction: FINANCE 789***FINANCE 796A 60 Points****FINANCE 796B 60 Points**  
**Thesis**

*To complete this course students must enrol in FINANCE 796 A and B*

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**Finance Graduate Programmes**

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**Postgraduate 700 Level Courses****FINMGMT 704 15 Points**  
**Investments**

An intensive study of the basic concepts and tools of investment analysis. Topics which are given particular emphasis include: efficiency of capital markets, role of diversification, risk assessment, relationship between risk and expected return, portfolio formation, financial

statement analysis, derivative securities (options, futures etc) and international finance.

*Prerequisite: 60 points from BUSADMIN 761-764, 765, 771-774, 775*

*Restriction: FINMGMT 702*

**FINMGMT 705 15 Points**  
**Case Studies in Finance**

A study of corporate finance, investments and business management issues using case studies. Topics covered may include: capital expenditure decision making, capital structure choices, dividend policy, mergers and acquisitions, security pricing and selection, portfolio management, asset allocation and international pricing.

*Prerequisite: 60 points from BUSADMIN 761-764, 765, 771-774, 775, FINMGMT 704*

*Restriction: FINMGMT 703*

**FINMGMT 713 10 Points**  
**Special Topic****FINMGMT 714 10 Points**  
**Special Topic****FINMGMT 715 10 Points**  
**Special Topic**

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**Human Resource Management**

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**Postgraduate 700 Level Courses****HRMGMT 702 20 Points**  
**Employment Law and Relations**

Employer and employee rights and responsibilities. Interests, ideologies and equity issues in employment relationships. The structure, strategies and behaviour of trade unions. The dynamics of collective bargaining and mediation including the nature of position-based and interest-based bargaining strategies.

*Prerequisite: HRMGMT 707 or EDPROFST 738*

**HRMGMT 704 20 Points**  
**Managing Change in Organisations**

Conceptual, theoretical and practical perspectives on change management, examining the change agent role and issues associated with change management in the contemporary context. Individual, group and organisational strategies for change and the role of HRM in the effective management of change.

*Prerequisite: HRMGMT 702 and 707, or BUSADMIN 761 and EDPROFST 738*

**HRMGMT 705 20 Points**  
**Strategic Human Resource Management**

The role of HR strategy in underpinning organisational viability and its potential to contribute to competitive advantage. The importance of contextual factors in shaping HR strategy. HR strategy, SMEs and entrepreneurial growth. Typologies of HR systems and their links to performance outcomes.

*Prerequisite: HRMGMT 702, 707, 708*

**HRMGMT 706 20 Points**  
**Personal and Professional Development**

Professional competencies in HRM, including interpersonal skills, coaching and feedback skills, interviewing skills, negotiation skills, and career development skills.

*Prerequisite: HRMGMT 707*

**HRMGMT 707** **20 Points**  
**Staffing and Employee Development**  
 The 'make versus buy' decision in HRM. Studies of job analysis, recruitment, selection, socialisation, employee development and labour turnover. Management selection and development. Equal employment opportunity (EEO) issues.

**HRMGMT 708** **20 Points**  
**Performance Management and Reward Systems**  
 The sources of performance variation. Motivational theories underpinning performance management. Studies of work design, performance appraisal, pay policies and practice, promotion systems, stress and employee well-being.  
*Prerequisite:* HRMGMT 707 or EDPROFST 738

**HRMGMT 760** **20 Points**  
**Special Topic**

**HRMGMT 761** **20 Points**  
**Special Topic**

## Information Management

### Stage I

**INFOMGMT 192** **15 Points**  
**Introduction to Web Development**  
 The rapid growth of the internet has had an enormous impact on the ways that companies conduct their business. Covers the design and programming requirements of internet-based applications. Builds applied skills in the development of web-based solutions to practical business problems.  
*Prerequisite:* INFOSYS 110 or INFOMGMT 191  
*Restriction:* INFOSYS 120, 280, COMPSCI 101, 105

### Stage II

**INFOMGMT 291** **15 Points**  
**Business Analysis and Applications**  
 The rapid development of the internet has had an enormous impact on the ways that companies conduct their business. Covers the analysis and design requirements of web applications. Builds applied skills in developing web-based solutions to practical business problems.  
*Prerequisite:* INFOMGMT 192  
*Restriction:* INFOSYS 220

**INFOMGMT 292** **15 Points**  
**Database Applications**  
 Businesses need to develop effective mechanisms for storing and retrieving information. Examines different ways of understanding, storing, and viewing business data using the latest information technology tools. Builds skills in problem analysis, data modelling, and database design.  
*Prerequisite:* INFOSYS 110  
*Restriction:* INFOSYS 222

**INFOMGMT 296** **15 Points**  
**Information Systems for Business**  
 Integrates the study of Information Technology tightly within a business context. Focuses on the practical design and maintenance of information systems, including issues of information security, internal controls, data analysis and modelling.  
*Prerequisite:* MKTG 201 or 291 or ACCTG 102 or 192 or MGMT 294, and INFOMGMT 192  
*Restriction:* INFOMGMT 293, 294, 295, ACCTG 222

### Stage III

**INFOMGMT 391** **15 Points**  
**Information Systems Management**  
 To use information effectively, businesses need people who are able to leverage a strong set of skills in Information Technology while also interacting with others who may not have these same skills. Covers current issues and future trends in the use of information communication technology, and focuses on the challenges managers face in linking information systems with other functional business areas.  
*Prerequisite:* Either INFOMGMT 291 or INFOSYS 220 and either INFOMGMT 292 or INFOSYS 222  
*Restriction:* INFOSYS 323

**INFOMGMT 392** **15 Points**  
**Digital Media Production**  
 Digital technologies are used to address communication needs identified from the 'real' business world. Specifically, each student develops practical skills in information visualisation, digital photography, videography, and the use of communication and presentation tools. Their work is informed by a study of the principles of multimedia learning followed by an application of these principles to broader communication strategies in both individual and group projects.  
*Prerequisite:* Either INFOMGMT 291 or INFOSYS 220 and either INFOMGMT 292 or INFOSYS 222

**INFOMGMT 393** **15 Points**  
**Data Mining and Decision Support**  
 Successful businesses generate immense amounts of data. Focuses on how businesses use information technology to extract value by converting raw data into useful business information. Develops applied skills in managing information to support effective business decision making.  
*Prerequisite:* INFOMGMT 292 or INFOSYS 222  
*Restriction:* INFOSYS 330

## Information Systems

### Stage I

**INFOSYS 110** **15 Points**  
**Business Computing**  
 Information Systems has the potential to deliver business value by strategically managing, coordinating and controlling organisations. Students will explore how Information Systems support transactional, decisional and collaborative business processes by capturing, processing, storing, and distributing information. The students' challenge is to leverage Information Systems to manage and solve the problems facing enterprises, customers, and suppliers.  
*Restriction:* INFOMGMT 191, INFOSYS 120

### 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:* INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 105

*Restriction:* INFOMGMT 292

### **INFOSYS 222** **15 Points** **Database Systems**

Managers and other knowledge workers find that many of their duties revolve around accessing, organising, and presenting organisational and external information. The ability to develop and use computer databases is becoming a critical skill that is required in many disciplines. These skills are developed through an introduction to data modelling, relational theory, database design, and the management of databases.

*Prerequisite:* INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 105

### **INFOSYS 280** **15 Points** **Web Development**

Web developers require solid technical skills to make the most of the opportunities provided by the internet as a platform. Students learn to design, build and maintain interactive, feature-rich, database-driven websites. Students gain practical skills in using industry standard client-side and server-side technologies to solve business problems.

*Prerequisite:* INFOSYS 110 or 120 or COMPSCI 101 or INFOMGMT 191

*Restriction:* COMPSCI 280, INFOMGMT 192

### **Stage III**

*Note:* With the permission of the Head of Department, BSc and BTech students may substitute COMPSCI 220 and 230 for INFOSYS 280 or COMPSCI 280 as a prerequisite, provided they have passed these courses with a B Grade or higher.

*Note:* Enrolment in INFOSYS 338 is subject to approval of the Head of Department.

### **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:* Either INFOMGMT 291 or INFOSYS 220 and either INFOMGMT 292 or INFOSYS 222 and either INFOSYS 280 or COMPSCI 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:* Any 15 points at Stage II in ACCTG, COMPSCI, ENGSCI, INFOMGMT, INFOSYS, MKTG, OPSMGT, SOFTENG  
*Restriction:* OPSMGT 333

### **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:* INFOSYS 110 or 120 or INFOMGMT 192 or COMPSCI 101

*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:* Any 15 points at Stage II in ACCTG, COMPSCI, ENGSCI, INFOMGMT, INFOSYS, MKTG, OPSMGT, SOFTENG  
*Restriction:* INFOSYS 223 and INFOMGMT 391

### **INFOSYS 330** **15 Points** **Databases and Business Intelligence**

An in-depth study of the strategic, managerial and technical aspects of database systems and how data can be analysed in business intelligence systems. New and emerging database and business intelligence technologies are studied to highlight solutions in organisational settings. The strategic value of information is examined through practical application of business intelligence techniques.

*Prerequisite:* Either INFOMGMT 291 or INFOSYS 220 and either INFOMGMT 292 or INFOSYS 222 and either INFOSYS 280 or COMPSCI 280, or equivalent

*Restriction:* INFOMGMT 393

### **INFOSYS 338** **15 Points** **Contemporary Issues in Information Systems**

Examines emerging information technologies and explores their theoretical and practical implications. The focus will be on social networking and online communities such as micro blogging and massively multiplayer online role playing games (MMORPG).

*Prerequisite:* INFOSYS 110 or equivalent and 30 points at Stage II in ACCTG, COMPSCI, ENGSCI, INFOMGMT, INFOSYS, MKTG, OPSMGT, 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**  
**Special Topic****INFOSYS 345A 15 Points****INFOSYS 345B 30 Points****Business Project**

Industry sponsored real-world project. Through on-site work a group of students will provide a solution to business needs of the sponsoring organisation. The projects will be offered from the domains of information systems or operations management. In the process of completing the projects, students will gain practical skills in group dynamics, public presentation skills, project management, and business behaviour.

*Prerequisite: Either INFOMGMT 291 or INFOSYS 220 and either INFOMGMT 292 or INFOSYS 222 and either INFOSYS 280 or COMPSCI 280 or equivalent; or OPSMGT 255 and 258 and GPA of 4 or higher. Final enrolment subject to course supervisor approval*

*Restriction: INFOSYS 342*

*To complete this course students must enrol in INFOSYS 345 A and B*

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**Postgraduate 700 Level Courses****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****Decision Support Systems**

A review of the literature in the area of decision support systems (DSS) and DSS frameworks. Understanding the process of decision-making and issues involved in the design, implementation and evaluation of DSS. Additional topics include data mining, user interfaces, knowledge-based DSS, and research directions in DSS. Knowledge gained will be applied through the design and implementation of a DSS prototype.

**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 726 15 Points****Information Modelling**

A study of various approaches to modelling information systems. Complex decision support problems are viewed as abstractions made up of diverse objects such as data, models and interfaces. Focuses on the representation of the semantics of complex problems and their manipulation. Prominent approaches such as semantic, object-oriented, structured and unified modelling are studied. An organisational problem, modelled and implemented, forms the project section.

**INFOSYS 727 15 Points****Advanced Information Security**

Focuses on technical security issues of the end systems used in today's information technology applications. Presentation of the practical issues like identification and authentication, security of operating systems, cryptography, disaster recovery and contingency planning, is accompanied by discussion of theoretical models supporting these issues. Managerial aspects of information security issues as well as legal and ethical issues arising from protecting computer files both from a New Zealand and world perspective will be addressed.

**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 734 15 Points****Electronic Commerce**

Focuses on major research issues covering the design of information systems architectures for business-to-business, business-to-consumer and cross-national processes. Application development and design strategies specific to electronic commerce are formulated and evaluated.

**INFOSYS 735 15 Points****Special Topic in Information Systems****INFOSYS 737 15 Points****Enterprise Resource Planning Systems**

Examines the cross-functional integrated computer-based information systems, commonly referred to as Enterprise Resource Planning (ERP) systems. Systems, common business processes, re-engineering/change management, and enterprise reference models are introduced with a holistic and research-oriented perspective. Considers issues associated with the analysis, design, implementation, and configuration of such enterprise systems and investigates topics such as: supply chain, planning and control

systems, optimisation, scheduling systems, electronic commerce and business information warehousing.

**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.

*Restriction: OPSMG7 765*

**INFOSYS 750****15 Points****Research Methods – Quantitative**

A comprehensive review of the methodological issues in systems research, including detailed coverage of univariate and multivariate data analysis.

*Prerequisite: Any Stage II Statistics or equivalent Univariate Statistics course (consult the relevant Graduate Adviser in the Faculty of Business and Economics)*

**INFOSYS 751****15 Points****Research Methods – Qualitative**

Focus is on the conduct and evaluation of qualitative research. Reviews various qualitative research methods and ways of analysing qualitative data and the challenges of writing up qualitative research work for conferences and peer-reviewed academic journals.

**INFOSYS 788****30 Points****Dissertation in Information Systems for BCom(Hons)**

*Prerequisite: INFOSYS 750 or INFOSYS 751*

*Restriction: INFOSYS 789*

**INFOSYS 796A****60 Points****INFOSYS 796B****60 Points****MCom Thesis in Information Systems**

*To complete this course students must enrol in INFOSYS 796 A and B*

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**Information Systems Graduate Programmes**


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**Postgraduate 700 Level Courses****INFORM 703****20 Points****Information Systems Management**

Examines the managerial practices required for the quick and effective development and deployment of information systems. Guidelines for both technical and managerial personnel are described within the context of various system development life cycles. Common problems are identified and the practices which best reduce the risk of failure are presented.

**INFORM 705****15 Points****Enterprise Systems**

Examines the cross-functional, integrated computer-based information systems, commonly referred to as Enterprise Resource Planning (ERP) systems, designed to support an organisation's information needs. Management systems, common business processes, re-engineering/change management, and enterprise reference models are introduced with a holistic perspective. Considers issues associated with the

analysis, design, implementation and configuration of such enterprise systems.

*Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775*

*Restriction: INFORM 711*

**INFORM 711****20 Points****Enterprise Systems**

Examines the cross-functional, integrated computer-based information systems, commonly referred to as Enterprise Resource Planning (ERP) systems, designed to support an organisation's information needs. Management systems, common business processes, re-engineering/change management, and enterprise reference models are introduced with a holistic perspective. Considers issues associated with the analysis, design, implementation, and configuration of such enterprise systems.

**INFORM 712****20 Points****Project in Information Systems**

A supervised, independent study and investigation of a chosen aspect of information systems. The student is required to present a detailed investigative report.

**INFORM 713****20 Points****Information Systems Technology**

Introduces the business application of computer technologies via the use of an existing MS Access database. Data modelling and database design are taught in conjunction with hands-on exercises in querying and reporting. The role of business information system requirements in the development and/or purchase of software is explored.

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**Innovation and Entrepreneurship**


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**Stage II****INNOVENT 201****15 Points****Understanding Innovation and Entrepreneurship**

Develops knowledge of how entrepreneurs and organisations create and capture value through innovation in national and international markets. Explores various approaches employed by entrepreneurial organisations and considers the skills and attributes needed to succeed in today's competitive and global environment. Introduces key concepts in innovation, including different types of innovation, and managerial and organisational issues related to innovation.

*Prerequisite: BUSINESS 102 or MGMT 101 or 120 points of courses*

*Restriction: MGMT 202, SCIGEN 201*

**INNOVENT 202****15 Points****Financial Management and Marketing for Business Growth**

Develops knowledge of financial management, financing, marketing and sales for innovation projects and high-growth entrepreneurial ventures. Introduces financial analysis, investment analysis, valuation, financing of new ventures, market analysis and evaluation of innovations in different stages of the innovation pipeline.

*Prerequisite: BUSINESS 102 or MGMT 101 or 120 points of courses*

*Restriction: BUSINESS 309*



**Stage III****INNOVENT 301****15 Points****Technology and Innovation for Business Growth**

Examines the role of technology and innovation for stimulating business growth. Focuses on how technologies and industries emerge and mature, and develops knowledge of the ways in which technological and organisational innovations impact firms, industries and markets. Particular attention is paid to how new and existing organisations can exploit technological and organisational innovations to create and capture value.

*Prerequisite:* INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

**INNOVENT 302****15 Points****Innovation Management**

Examines theories and practices of innovation and management. Focuses on how firms can manage innovation-related uncertainties in an international context. Topics include traditional management concerns such as organisational strategy, structure, culture, people management processes, and contemporary management issues relating to managing innovation processes that occur across knowledge domains and physical geographies.

*Prerequisite:* INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

*Restriction:* MGMT 305

**INNOVENT 303****15 Points****Entrepreneurship**

Understanding the role of entrepreneurship in new and existing organisations is critical in today's global economy. Examines issues relating to starting and managing new ventures and assessing and pursuing opportunities in existing firms. Discusses the theory and principles of entrepreneurship to enable students to assess and evaluate opportunities both conceptually and through the preparation of an actual opportunity assessment and/or business proposal.

*Prerequisite:* INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

*Restriction:* MGMT 303

**INNOVENT 305****15 Points****Special Topic**

*Prerequisite:* INNOVENT 201 or MGMT 202 or SCIGEN 201 or ENGGEN 302 or 303

**International Business****Stage I****INTBUS 151G****15 Points****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, Business across Borders explores the influence of international trade and multinational corporations on the contemporary global economy.

**Stage II****INTBUS 201****15 Points****Foundations of International Business**

Explores the distinctive nature of international business, the internationalisation of business and the

interactions among the various actors in international business.

*Prerequisite:* BUSINESS 102 or MGMT 101, and ECON 101 and 111, or 191

*Restriction:* INTBUS 210, 211

**INTBUS 202****15 Points****Foundations of Strategy**

Examines how firms compete. Focuses on the frameworks and tools needed to make sense of the competitive landscape in order to formulate and implement strategies. Considers the challenges and constraints that managers face in increasingly complex environments and industries.

*Prerequisite:* BUSINESS 102 or MGMT 101

**Stage III****INTBUS 300****15 Points****Firms across Frontiers**

Examines international business theories underlying the existence and development of international firms. Analysis of contemporary international business issues.

*Prerequisite:* INTBUS 201 or 210 or 211

*Restriction:* INTBUS 301, 302

**INTBUS 305****15 Points****Governing International Business**

Examines the interactions between governing actors and international businesses. Considers the international firm as a political strategist and competitor.

*Prerequisite:* BUSINESS 200 or INTBUS 201 or 210 or 211

*Restriction:* INTBUS 304

**INTBUS 306****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

*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

**Postgraduate 700 Level Courses****INTBUS 701****15 Points****Advanced International Business**

Advanced study of trade and investment issues facing firms doing business across national boundaries. A focus on the development of theoretical and conceptual models prepares the way for more in-depth investigation of international business issues.

**INTBUS 702****15 Points****International Management**

Advanced study of international management research. This serves as a springboard for more in-depth studies by dissertation or thesis.

<b>INTBUS 703</b> <b>Advanced Strategy</b> Advanced study of strategic management theory and empirical research. This serves as a springboard for more in-depth studies by research essay or thesis.	<b>15 Points</b>	economic analysis to business decisions with regard to global trade and finance. <i>Restriction: INTBUS 761</i>
<b>INTBUS 705</b> <b>Advanced Entrepreneurship</b> Advanced study of entrepreneurship in an international context. Provides a theoretical and practical understanding of entrepreneurship and entrepreneurial behaviour within a variety of organisational contexts.	<b>15 Points</b>	<b>INTBUS 726</b> <b>International Relations</b> Provides in-depth analysis and comparison of foreign policies and their implications for international business. Presents different perspectives to gain an appreciation of the complexity of international relations including consideration of the historical context of international politics and contemporary issues on foreign policy, international conflict, security, global political economy and multilateralism. <i>Restriction: INTBUS 762</i>
<b>INTBUS 706</b> <b>Globalisation</b> Reviews the causes and consequences of globalisation from different perspectives, with particular emphasis on the globalisation of products, firms and markets. Resulting analytical insight supports further in-depth research on a specific globalisation topic.	<b>15 Points</b>	<b>INTBUS 727</b> <b>Competing in the Asia Pacific</b> Focuses on the business environment in the Asia-Pacific region including economic, political and legal factors, socio-cultural characteristics, impacts of technological change, regional groupings and relationships in the global context. Considers changes taking place in key regional economies and their implications for international businesses. <i>Prerequisite: INTBUS 721, 723, 724</i> <i>Restriction: INTBUS 755</i>
<b>INTBUS 711</b> <b>Special Topic</b>	<b>15 Points</b>	<b>INTBUS 728</b> <b>Competing in Europe</b> Focuses on the business environment in the European region including economic, trade, political and legal factors, socio-cultural characteristics, and on developing business strategies for competing in those markets in the global context. <i>Prerequisite: INTBUS 721, 723, 724</i> <i>Restriction: INTBUS 757</i>
<b>INTBUS 712</b> <b>Directed Readings</b>	<b>15 Points</b>	<b>INTBUS 729</b> <b>New Zealand Competing Globally</b> Examines New Zealand's integration into the global economy by considering the changing economic, political, technological and socio-cultural environments and the implications for international competitiveness in a small geographically isolated trading nation. <i>Prerequisite: INTBUS 721, 723, 724</i> <i>Restriction: INTBUS 771</i>
<b>INTBUS 721</b> <b>Global Business Operations</b> Focuses on key issues in the operation of businesses across national boundaries. The course provides a strong theoretical base, sound analytical skills and practical case studies. <i>Restriction: INTBUS 751</i>	<b>15 Points</b>	<b>INTBUS 731</b> <b>Special Topic</b>
<b>INTBUS 722</b> <b>International Management</b> Provides an analysis of aspects of management which are affected by conducting business across national and cultural boundaries. Topics include: cross-cultural organisational behaviour, cross-cultural communication, international human resource management, and comparative employment relations. <i>Restriction: INTBUS 752</i>	<b>15 Points</b>	<b>INTBUS 732</b> <b>Special Topic</b>
<b>INTBUS 723</b> <b>Global Business Environment</b> Provides an understanding of global political, economic, social, technological and ecological relations, associated international institutions, and their implications for international business. Analytical frameworks, case studies and research seminars are used in order to develop students' analytical thinking and decision-making skills. <i>Restriction: INTBUS 753</i>	<b>15 Points</b>	<b>INTBUS 780</b> <b>Applied Research Project</b> Provides an opportunity for students to experience the environment of international business through the applied research on an international business problem and execution of a written analytical research report. <i>Prerequisite: BUSINESS 704</i> <i>Restriction: INTBUS 773</i>
<b>INTBUS 724</b> <b>Global Firm Strategic Management</b> Focuses on strategic management and marketing in the international firm, including management of international development in industries ranging from multi-domestic to global; development of export marketing and importing businesses; strategies for international networking and strategy implementation in multinational and transnational organisations. <i>Prerequisite: INTBUS 721, 723</i> <i>Restriction: INTBUS 754</i>	<b>15 Points</b>	<b>INTBUS 781</b> <b>Internship</b> Provides an opportunity for students to experience firsthand the environment of international business through an internship with a company or organisation to complete a research-informed project, and present both written and oral reports of the findings. <i>Prerequisite: BUSINESS 704</i> <i>Restriction: INTBUS 773</i>
<b>INTBUS 725</b> <b>Global Trade and Finance</b> Provides global managers with the ability to understand the economic environment in which they operate and apply the fundamental concepts of	<b>15 Points</b>	

<b>INTBUS 782</b> <b>Dissertation for MIntBus</b> <i>Prerequisite: BUSINESS 704</i> <i>Restriction: INTBUS 773</i>	<b>45 Points</b>
<b>INTBUS 788</b> <b>Dissertation for BCom(Hons)</b> <i>Restriction: INTBUS 789</i>	<b>30 Points</b>
<b>INTBUS 796A</b>	<b>60 Points</b>
<b>INTBUS 796B</b> <b>Thesis (MCom)</b> <i>To complete this course students must enrol in INTBUS 796 A and B</i>	<b>60 Points</b>

## Management

### Stage I

<b>MGMT 101</b> <b>Organisation and Management</b> 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. <i>Restriction: MGMT 192, BUSINESS 101, 102, 192</i>	<b>15 Points</b>
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### Stage II

<b>MGMT 211</b> <b>Understanding Organisations</b> 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. <i>Prerequisite: BUSINESS 102 or MGMT 101 or 30 points in Anthropology or Sociology</i>	<b>15 Points</b>
<b>MGMT 223</b> <b>Understanding Work and People</b> 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. <i>Prerequisite: BUSINESS 102 or MGMT 101 or 30 points in Anthropology or Sociology</i>	<b>15 Points</b>
<b>MGMT 231</b> <b>Business in Society</b> An in-depth look at the ideology of modern business, the economic and social 'revolution' in New Zealand and the process of globalisation. An integrative course, considering the economic, social, psychological and moral impacts of global capitalism. Most of the focus will be on the impacts of the market on key social indicators in New Zealand but time will also be devoted to international issues. <i>Prerequisite: BUSINESS 101 and 102, or MGMT 101 or SOCIOL 105 or 30 points in Anthropology or Sociology</i>	<b>15 Points</b>

### Stage III

<b>MGMT 300</b> <b>Management in Dynamic Contexts</b> Explore and reflect on the realities of management theory and practice through critically examining	<b>15 Points</b>
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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*

<b>MGMT 304</b> <b>Managing People</b> 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. <i>Prerequisite: MGMT 211 or 223</i>	<b>15 Points</b>
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<b>MGMT 309</b> <b>Organisational Ethics and Sustainability</b> 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'. <i>Prerequisite: BUSINESS 200 or MGMT 211 or MGMT 231 or any 30 points at Stage II in Ethics</i> <i>Restriction: MGMT 331</i>	<b>15 Points</b>
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<b>MGMT 314</b> <b>Critical Issues in Organisations</b> 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. <i>Prerequisite: BUSINESS 200 or MGMT 211</i> <i>Restriction: MGMT 311</i>	<b>15 Points</b>
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<b>MGMT 320</b> <b>Special Topic</b> <i>Prerequisite: BUSINESS 200 or MGMT 202 or 211</i>	<b>15 Points</b>
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## Postgraduate 700 Level Courses

<b>MGMT 711</b> <b>Strategic Human Resource Management</b> Theory and research in HRM strategy, including debates about 'best fit' and 'best practice'. The resource-based view of the firm and competition for human capital in the knowledge economy. The roles of HR specialists and the practice of HR planning. <i>Prerequisite: MGMT 304 or PSYCH 322</i> <i>Restriction: MGMT 761</i>	<b>15 Points</b>
<b>MGMT 712</b> <b>Advanced Human Resource Management Practice</b> Advanced analysis and skill development in selected human resource management processes. Topics will be drawn from recruitment and selection, work design, training and development, performance management and reward. <i>Prerequisite: MGMT 304 or PSYCH 322</i>	<b>15 Points</b>
<b>MGMT 714</b> <b>Advanced Employment Relations</b> Advanced analysis of contemporary employment relations. Topics covered may include international and comparative employment relations; conflict, collective bargaining and mediation; employee well-being and productivity. <i>Prerequisite: MGMT 223</i>	<b>15 Points</b>



<b>MGMT 715</b> <b>Venture Creation and Growth</b> Applies various approaches to venture creation and growth. Topics include understanding entrepreneurial technology based ventures, how to create a lean start-up, business modelling, entrepreneurial finance and bootstrapping and paths to market. Provides an opportunity for students to learn how to establish their own business and working in multi-disciplinary teams through case-based teaching and experimental learning in a hands-on project.	<b>15 Points</b>	<b>MGMT 733</b> <b>Business Ethics</b> Advanced study of issues arising at the interface between business, society and culture, and for analysis of the role of business and commerce in the construction and dissemination of culture. The ethics of modern business, business and the environment, the market culture and the culture industries. <i>Prerequisite: MGMT 231 and MGMT 331</i> <i>Restriction: MGMT 770</i>	<b>15 Points</b>
<b>MGMT 721</b> <b>Innovation and Business Development</b> Theory and applied research in innovation and the role of innovation for business development and economic growth. Topics include knowledge as a foundation for innovation, innovation characteristics and business strategies, understanding innovation processes in uncertain and complex environments, collaborative innovation and the role of innovation across industries and firms.	<b>15 Points</b>	<b>MGMT 735</b> <b>Māori Organisations and Management</b> Students will be introduced to a world view which draws on a uniquely Māori intellectual and philosophical framework that is manifest in tradition and practice (tikanga me ritenga). This is the basis from which the students will construct their perspectives (mātauranga Māori) of Māori organisation and management. <i>Restriction: MGMT 771</i>	<b>15 Points</b>
<b>MGMT 723</b> <b>Advanced Professional Development</b> Students develop their professional skills in order to make a difference in organisations of the future. Personal portfolios reflect individual competence and advancement in conceptual thinking, facilitation skills, oral and written presentations including the use of new media.	<b>15 Points</b>	<b>MGMT 736</b> <b>Special Topic</b>	<b>15 Points</b>
<b>MGMT 724</b> <b>Leadership</b> Provides a comprehensive review of contemporary leadership theory and research to enable students to design and conduct leadership research projects. Topics include transformational, charismatic, follower-centric, cross-cultural, critical, spiritual and shared/distributed leadership as well as issues that relate strongly to leadership such as gender, ethics and development.	<b>15 Points</b>	<b>MGMT 737</b> <b>Sustainability</b> Review of the development of the global interest in a more sustainable society, international issues related to sustainable development, corporate leadership in the area of sustainability, and social issues linked to stewardship, systems thinking and 'beyond the horizon' approaches to planning.	<b>15 Points</b>
<b>MGMT 725</b> <b>Organisation Communication</b>	<b>15 Points</b>	<b>MGMT 738</b> <b>Governance</b> Governance deals with the complex set of relationships between the organisation, board of directors, management, and diverse stakeholders. Students will examine governance and management issues in various settings, in particular small-medium enterprises, large corporations and not-for-profit organisations. Particular attention will be given to behavioural perspectives of governance, board-management relationships, and board leadership and structure.	<b>15 Points</b>
<b>MGMT 726</b> <b>Technology Management</b> Examines the challenge of integrating technical, organisational and commercial considerations. Presents different frameworks and theories to manage technology in organisations. Topics include technology strategy, technology road mapping, commercialising technology and how to manage engineers and scientists.	<b>15 Points</b>	<b>MGMT 743</b> <b>Directed Readings</b>	<b>15 Points</b>
<b>MGMT 731</b> <b>Organisation Dynamics</b> The world of organisations and management is changing as a consequence of new technologies, globalisation and increased competition for resources. Students will examine the emergence of new organisational forms, such as network, project-based and virtual (e-business) organisations, and develop their theoretical understanding of the reasons for these developments. Students will also gain an understanding of the new managerial roles that are required in this new organisational environment. Through their participation in this course, students will also become familiar with, and be able to apply, the tools of organisational analysis. <i>Restriction: MGMT 751</i>	<b>15 Points</b>	<b>MGMT 744</b> <b>Special Topic</b>	<b>15 Points</b>
		<b>MGMT 788</b> <b>Dissertation for BCom(Hons)</b> <i>Restriction: MGMT 789</i>	<b>30 Points</b>
		<b>MGMT 796A</b> <b>MGMT 796B</b> <b>Thesis (MCom)</b> <i>To complete this course students must enrol in MGMT 796 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<hr/> <b>Māori Development</b> <hr/>			
<hr/> <b>Postgraduate 700 Level Courses</b> <hr/>			
		<b>MĀORIDEV 720</b> <b>Māori Society: Te Ao Māori: Te Takinga mai me Te Tai Ao</b> A survey of Māori economic activity and resources by examining the interaction of culture, society and commerce. Considers the relevant regulatory environment as it pertains to Māori resource use and	<b>15 Points</b>

commercial development, the relevant findings and implications of the Waitangi Tribunal negotiations, Te Ture Whenua and the Māori Land Court.

*Restriction: MĀORIDEV 701*

#### **MĀORIDEV 721 15 Points**

##### **Māori Business Development: Te Whakapakari Huanga Māori**

The principles of marketing and assessment and the evaluation of business opportunities. Participants examine an analysis of successful national and international collective-entrepreneurship models to develop a business checklist and present a case for finance. The focus of this course is the integration of concepts developed across all disciplines covered in the course. Students examine specific case scenarios relating to Māori development.

*Restriction: MĀORIDEV 704*

#### **MĀORIDEV 722 15 Points**

##### **Legal Studies: Tikanga Ture mo ngā Huanga Māori**

The general ideas, policies and practice of commercial law, the legal environment of business, contract law, legal aspects of company-directing, partnerships, trust law, company floats, takeovers and legislation governing private and corporate business practice in New Zealand. Cases and study will emphasise aspects of these in relation to their impact with and for Māori business with additional emphasis placed on the Treaty of Waitangi.

*Restriction: MĀORIDEV 711*

#### **MĀORIDEV 731 15 Points**

##### **Governance and Management: Te Whakamana Rōpu Māori**

Analysis of the nature of Māori enterprise and Māori governance and management systems in relation to both traditional and modern governance and management theory and frameworks.

*Restriction: BUSADMIN 761, MĀORIDEV 712*

#### **MĀORIDEV 732 15 Points**

##### **Marketing: Whakatairanga Huanga Māori**

Customer value and value-creation in markets and the implications for marketing, marketing decision-making with a focus on Māori enterprise.

*Restriction: BUSADMIN 762*

#### **MĀORIDEV 733 15 Points**

##### **Quantitative Analysis: Tātaitanga huhua**

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*

#### **MĀORIDEV 734 15 Points**

##### **Accounting: Whakatakinga Tahua Huanga Māori**

Accounting practice for Māori organisations exploring the structure of accounting information and the use of accounting data for managerial planning, decision-making and control. Topics include: an introduction to financial statements, analysing financial statements and an analysis of the types of commercial information and accounting systems used by Māori organisations, locally and internationally.

*Restriction: BUSADMIN 762, MĀORIDEV 710*

#### **MĀORIDEV 738 15 Points**

##### **Strategic Planning: Tikanga Māhere i te Ao Māori**

Principles and techniques associated with strategic thinking, scenario setting, planning and innovation, for Māori sustainable economic development.

Draws on mātauranga Māori, or Māori knowledge systems of future planning. Provides an overview of Māori social enterprise development and issues of sustainability including the role of whānau, hapū, iwi and the operations of Māori organisations that operate within Māori and Aotearoa New Zealand society and internationally.

*Restriction: BUSADMIN 768*

## **Marketing**

### **Stage I**

#### **MKTG 151G 15 Points**

##### **Essential Marketing**

Marketing is an integral part of our modern world. Essential Marketing is designed for non-business students and provides an inside view to the world of marketing. We explore basic marketing principles and examine contemporary issues relevant to our changing world. Its emphasis is based on creating customer value and satisfaction through the understanding of these principles and practices.

### **Stage II**

#### **MKTG 201 15 Points**

##### **Marketing Management**

Introduction to the fundamentals of marketing management. Basic marketing concepts and elements of marketing practice are applied to marketing activities within New Zealand and the global economy.

*Prerequisite: ECON 191 or 101, and MGMT 101 or BUSINESS 102 or 192, and STATS 108 or 191*

*Restriction: MKTG 291*

#### **MKTG 202 15 Points**

##### **Marketing Research**

The fundamental concepts and stages of marketing research provided within an overall structural framework, including: how to integrate stages, carry out research in a scientific manner, read and analyse research reports, apply research skills.

*Prerequisite: MKTG 201 or MKTG 291*

*Restriction: MKTG 292*

### **Stage III**

#### **MKTG 301 15 Points**

##### **Marketing Strategy**

Focuses on development, implementation, and control of marketing strategies needed to attain and sustain an organisation's competitive advantage. Techniques that assist in developing and evaluating the effectiveness of marketing strategies are introduced and contemporary issues in marketing practice are discussed. Instructional methods include: the use of case studies and the development of a marketing plan.

*Prerequisite: MKTG 201 or 291 and MKTG 202 or 292*

*Restriction: MKTG 391*

#### **MKTG 302 15 Points**

##### **Advanced Marketing Research**

Focuses on the more technical components of marketing research. Covers advanced methods used in the statistical analysis of marketing research data including many multivariate methods. Students gain practical experience with the entire marketing research process through an applied project.

*Prerequisite: MKTG 201 or 291, and MKTG 202 or 292*



**MKTG 303 15 Points****Buyer Behaviour**

Essentially, the application of psychology to how people make consumption decisions and interpret advertising. This includes a consideration of individual differences and environmental/situational influences on consumers.

*Prerequisite:* MKTG 201 or 291

*Restriction:* MKTG 293

**MKTG 305 15 Points****Services Marketing and Management**

The marketing and management issues faced by organisations competing in the service sector or other firms developing service as a source of competitive advantage. The course also looks at the implications of relationships, customer satisfaction, service recovery and other critical elements in services marketing.

*Prerequisite:* MKTG 201 and 202

*Restriction:* MKTG 391

**MKTG 306 15 Points****Advertising and Promotion**

Discusses the elements of the marketing communications mix. It considers important issues that relate to the development of promotional campaigns that are created to support a firm's strategy.

*Prerequisite:* MKTG 201 or 291 and MKTG 202 or 292

*Restriction:* MKTG 392

**MKTG 312 15 Points****Special Topic**

*Prerequisite:* MKTG 201 and 202

**MKTG 313 15 Points****Special Topic**

*Prerequisite:* MKTG 201 and 202

**MKTG 314 15 Points****Creating and Managing Customer Value**

Value creation is a fundamental part of modern marketing and firms increasingly utilise technology for this purpose. Explores cutting edge theory and the practice of customer-centricity, customer relationship management (CRM), customer information management, and sales and field force automation, as well as new models of organisational relationship and customer experience management (CEM).

*Prerequisite:* MKTG 201 or 291

*Restriction:* INFOMGMT 293

**Postgraduate 700 Level Courses****MKTG 701 15 Points****Advanced Marketing 1**

A core course providing an introduction to marketing philosophy, theory, current debate and advancements in the field. Emphasis is on developing the critical thinking and analytical skills necessary to undertake postgraduate research.

**MKTG 702 15 Points****Advanced Marketing 2**

An advanced study of marketing theory relating to contemporary issues. Emphasis is on providing students with an in-depth knowledge of key topics in marketing, based on critical evaluation of the field. Examples of topics covered included marketing strategy, retailing, branding, services marketing.

**MKTG 703 15 Points****Research Methods in Marketing 1**

A core course for all postgraduate students. An

overview of the research process, and examination of different types of research philosophies used in the discovery of theory. An introduction to both qualitative and quantitative research techniques is provided to assist students to think critically when designing a research study.

**MKTG 704 15 Points****Research Methods in Marketing 2**

A continuation of MKTG 703, with the aim of providing students with a more in-depth knowledge of data analysis. The aim is to gain an appreciation of the appropriate methods of analysis and research designs suitable for different types of research problems.

*Prerequisite:* MKTG 703

**MKTG 705 15 Points****Advanced Buyer Behaviour 1**

A core course in the postgraduate programme, providing a foundation for a deeper understanding of buyers. This is an advanced study of fundamental theories in buyer behaviour, where both classical and contemporary theories are evaluated.

**MKTG 710 15 Points****Advanced Communications Research**

An examination of current and emerging research in communications. Examines relevant research into consumer behaviour as it relates to the receiving and processing of advertising messages. By examining various points of view, students should have a better understanding of the theoretical issues involving the use of advertising, media selection and creative execution of advertising programmes.

**MKTG 717 15 Points****Special Topic****MKTG 718 15 Points****Special Topic****MKTG 719 15 Points****Special Topic****MKTG 788 30 Points****Dissertation for BCom(Hons)**

*Restriction:* MKTG 789

**MKTG 796A 60 Points****MKTG 796B 60 Points****Thesis (MCom)**

To complete this course students must enrol in MKTG 796 A and B

**Marketing Graduate Programmes****Postgraduate 700 Level Courses****MARKET 701 20 Points****Marketing Strategy**

Explores development of competitive advantage. Builds understanding of issues affecting the creation and delivery of superior customer value. Examines linkages between strategic thinking, business operations and value creation. Considers the role of marketing in organisations, and the relationship of marketing to other disciplines. Procedures for analysing internal competencies and developing high-value strategies are studied.

*Prerequisite:* MARKET 713

**MARKET 702 20 Points****Understanding Customers and Markets**

Develops an appreciation and understanding of

consumer and buyer behaviour and market research, and their implications for management decision-making.

*Prerequisite:* MARKET 701

**MARKET 703** **20 Points**  
**Marketing Communications**

Develops an appreciation and understanding of the individual elements of the marketing communications mix: advertising, direct marketing, sales promotion and public relations. Further, how these may be managed as an integrated programme to implement and support the brand, product or service strategy.

*Prerequisite:* MARKET 702

**MARKET 705** **20 Points**  
**Special Topic**

*Prerequisite:* MARKET 713

**MARKET 708** **10 Points**  
**Advanced Marketing Strategy**

An intensive capstone module using leading-edge concepts and practices to expand on previous course material and to synthesise learnings. Use of a web-based business simulation provides experience in strategic decision making and in managing operating consequences for the organisation.

*Prerequisite:* MARKET 713

**MARKET 713** **20 Points**  
**Marketing for Managers**

Marketing concept and process, the role of marketing and marketers within the organisation and wider social context, identification of marketing opportunities, developing marketing strategies, planning marketing programmes and managing the marketing effort.

**MARKET 717** **15 Points**  
**Customer Behaviour**

Analysis and evaluation of consumer and buyer behaviour and market research, and their implications for management decision-making.

*Prerequisite:* 60 points from BUSADMIN 761–764, 771–774, 775

*Restriction:* MARKET 702

**MARKET 718** **15 Points**  
**Marketing Communications**

Analysis and evaluation of the individual elements of the marketing communications mix: advertising, direct marketing, sales promotion and public relations. Further, how these may be managed as an integrated programme to implement and support the brand, product or service strategy.

*Prerequisite:* 60 points from BUSADMIN 761–764, 771–774, 775

*Restriction:* MARKET 703

**MARKET 719** **15 Points**  
**Advanced Marketing**

An advanced study of marketing theory and practice relating to contemporary issues. Emphasis is on providing students with an in-depth knowledge of key topics in marketing, based on critical evaluation of the field. Typical topics covered included marketing strategy, branding, services marketing, and the impact of ICT.

*Prerequisite:* 60 points from BUSADMIN 761–764, 771–774, 775

*Restriction:* MARKET 708

**MARKET 720** **10 Points**  
**Special Topic**

*Prerequisite:* MARKET 713

**MARKET 722** **10 Points**

**Special Topic**

*Prerequisite:* MARKET 713

**MARKET 723** **10 Points**

**Special Topic: Project in Marketing**

*Prerequisite:* MARKET 713

**MMgt/PGDipBus**

**Postgraduate 700 Level Courses**

*Note:* As indicated in the respective regulations, courses MANAGEMENT 724, 725 are available for the MHealthMgt.

**MANAGEMENT 705** **90 Points**

**MANAGEMENT 705A** **45 Points**

**MANAGEMENT 705B** **45 Points**

**Organisational Research Project**

Supervised empirical investigation of general and strategic management initiatives within the organisational setting. May involve action research initiatives and/or development and implementation of strategies.

*Prerequisite:* MANAGEMENT 704 or 30 points from BUSINESS 703–705

*To complete this course students must enrol in MANAGEMENT 705 A and B, or MANAGEMENT 705*

**MANAGEMENT 706** **30 Points**

**Business Research: Innovation and Enterprise**

An investigation of current and emerging knowledge on innovation, enterprise and growth. Involves an empirical investigation on the topic resulting in a written case or research report.

*Prerequisite:* MANAGEMENT 704

**MANAGEMENT 707** **30 Points**

**Business Research: Strategic Management**

An investigation of current and emerging knowledge on strategic management. Involves an empirical investigation on the topic resulting in a written case or research report.

*Prerequisite:* MANAGEMENT 704

**MANAGEMENT 708** **30 Points**

**Business Research: Organisational Change**

An investigation of current and emerging knowledge on organisational change. Involves an empirical investigation on the topic resulting in a written case or research report.

*Prerequisite:* MANAGEMENT 704

**MANAGEMENT 709** **30 Points**

**MANAGEMENT 709A** **15 Points**

**MANAGEMENT 709B** **15 Points**

**Dissertation**

*Prerequisite:* MANAGEMENT 704 or 30 points from BUSINESS 703–705

*To complete this course students must enrol in MANAGEMENT 709 A and B, or MANAGEMENT 709*

**MANAGEMENT 724** **20 Points**

**Strategic Management of Professional Organisations**

Advanced analysis of strategic management issues that confront health care and other professional organisations in a dynamic environment. These will include managing with professionals, organisation design, strategic planning and the management of change in professional organisations.

**MANAGEMENT 725 20 Points****Contemporary Health Care Delivery Systems**

Analysis of the management systems employed in contemporary health care organisations including case mix, managed care methods and health care integration systems. Comparative and international developments will be reviewed.

**MANAGEMENT 797A 60 Points****MANAGEMENT 797B 60 Points****Thesis (MMgt)**

*Prerequisite:* MANAGEMENT 704 or 30 points from BUSINESS 703–705

*Restriction:* MANAGEMENT 712

*To complete this course students must enrol in MANAGEMENT 797 A and B*

**New Venture Management****Postgraduate 700 Level Courses****NEWVENT 716 15 Points****Business Development Project**

Supervised field project on a high-potential-growth organisation.

*Prerequisite:* NEWVENT 710 and 711

*Restriction:* NEWVENT 713

**NEWVENT 717 15 Points****Special Topic**

*Prerequisite:* NEWVENT 710

*Restriction:* NEWVENT 714, 715

**NEWVENT 718 15 Points****Entrepreneurial Thought in Action**

Entrepreneurial perspectives on opportunity, risk, and growth; entrepreneurial business development and entrepreneurial action. The context for business development.

*Prerequisite:* 60 points from BUSADMIN 761–764, 771–774, 775

*Restriction:* NEWVENT 601, 701

**NEWVENT 719 15 Points****Growth Strategies**

New Zealand's challenges to business growth. Business models and mechanisms for growth. Systems for growth – financing, information, control, production. Legal and organisational dimensions of growth.

*Prerequisite:* 75 points from BUSADMIN 761–764, 771–774, 775, NEWVENT 718

*Restriction:* NEWVENT 601, 711

**NEWVENT 720 15 Points****Leading Growth**

Life cycle of business development. Entrepreneurs, managers and leaders in the growing firm. Building the organisation. Speed, control and organisational change. Leadership, trust and teamwork.

*Prerequisite:* 75 points from BUSADMIN 761–764, 771–774, 775, NEWVENT 719

*Restriction:* NEWVENT 712

**Operations Management****Stage II****OPSMGT 255 15 Points****Introduction to Operations and Supply Chain Management**

An introduction to 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 or 120 and STATS 108 or 101 or 191

**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 or 120 and STATS 108 or 101 or 191

**Stage III****OPSMGT 357 15 Points****Project Management**

An introduction to the management of projects in organisations, with a particular emphasis placed on the interdisciplinary nature and broad application of projects. Topics covered include people management, organisational planning, and resource issues.

*Prerequisite:* INFOSYS 110 or 120 or INFOMGMT 192 and 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**

Covers common issues in 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:* STATS 108 or 101 or INFOMGMT 192 and 30 points at Stage II

**OPSMGT 373 15 Points****e-Business and Supply Chains**

Studies the role of information technology in the management of supply chains in the business environment. Examines the use of exchanges and internet-enabled collaboration in planning and product/process design. Topics include enterprise resource planning systems, decision support systems, electronic data interchange, and the internet.

*Prerequisite:* OPSMGT 258

**OPSMGT 376 15 Points****Strategic Procurement**

Strategic issues in procurement and supply management, covering analysis, planning, and



management of domestic and international procurement and supply activities within the supply chain context.

*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**

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### Postgraduate 700 Level Courses

**OPSMGT 732** 15 Points  
**Readings in Operations Management**

A comprehensive review of the research literature in a particular area of operations management. The particular area of research must be jointly agreed upon by the lecturer and student(s) and approved by the Head of Department.

**OPSMGT 752** 15 Points  
**Research Methods – Modelling**

Mathematical modelling methods in operations management research. Includes simulation techniques, Markov decision models, optimisation methods, game theoretic formulations, and other modelling methods.

**OPSMGT 760** 15 Points  
**Advanced Operations Systems**

A core course in the postgraduate programme in Operations and Supply Chain Management. Provides a deeper understanding of managing internal and external supply chains. Importance of language processing in proactive improvement is emphasised.

**OPSMGT 762** 15 Points  
**Quality Management**

An investigation of the key concepts and theories of total quality management and its links between systems theory and learning organisations.

*Prerequisite: STATS 108 or 101 or equivalent*

**OPSMGT 764** 15 Points  
**Systems Analysis for Operations Management**

Business operations are becoming increasingly integrated and multifaceted, demanding novel approaches to managing their complexity. For example, the management of supply chains and of projects is particularly demanding, typically involving interrelated mission-critical activities that organisations must plan and control if they are to maximise their business opportunities and utilise their resources effectively. Develops some of the key concepts of stochastic and dynamic control and shows how they are applied in different circumstances.

**OPSMGT 766** 15 Points  
**Fundamentals of Supply Chain Coordination**

Focuses on issues fundamental to supply chain coordination. The impact of information asymmetry, limits of information sharing, incomplete contracts, and other selected topics typically covered in separate subjects such as Contract Theory, Industrial Organisation and Implementation Theory are studied in the supply chain management context. The course will be taught from a quantitative perspective.

**OPSMGT 780** 15 Points  
**Special Topic in Operations Management**

**OPSMGT 788** 30 Points  
**Dissertation in Operations Management for BCom(Hons)**

*Restriction: OPSMGT 789*

**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*

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## Operations Management Graduate Programmes

### Postgraduate 700 Level Courses

**OPSMAN 703** 20 Points  
**Operations Management**

An understanding of the importance of the operations management function for organisations, the strategic issues involved and the tools and techniques used to solve operations management issues. Topics include: decision analysis, resource planning, capacity planning and scheduling, supply and demand issues, location and layout and other issues considered core to the operations of an organisation.

**OPSMAN 705** 20 Points  
**Project Management**

An exploration of the methods and issues inherent in planning programmes and projects. Topics include: the role of project management in new business thinking, the dynamics of project management, project organisation planning and scheduling, using computerised project management tools, politics and leadership in projects, building and managing a team and handling conflict.

**OPSMAN 710** 15 Points  
**Project Management**

An exploration of the methods and issues inherent in planning programmes and projects. Topics include: the role of project management in new business thinking, the dynamics of project management, project organisation planning and scheduling, using computerised project management tools, politics and leadership in projects, building and managing a team and handling conflict.

*Prerequisite: 60 points from BUSADMIN 761–764, 771–774, 775*

*Restriction: OPSMAN 705*

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## Operations Research

### Stage III

**OPSRES 385** 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: STATS 255 or ENGSCI 255*

## Property

### Stage I

#### PROPERTY 102 15 Points Introduction to Property

Knowledge of how property markets work and how properties are valued, managed and financed is critical for property professionals and for understanding modern life. Key terms and definitions surrounding the property profession and introductory analyses of supply and demand characteristics unique to property markets will be key learning outcomes. Students will also learn key concepts surrounding residential property valuation and construction.

### 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

*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

#### 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

#### PROPERTY 241 15 Points Land-use Planning and Controls

Provides an understanding of the Resource Management Act and regional and district plans and how these affect land use and subdivision as well as resource consent applications and other property processes.

*Prerequisite:* PROPERTY 102

#### 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

#### 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:* ECON 101, 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

#### PROPERTY 281 15 Points

##### Building Construction

Knowledge of construction is vital in understanding property valuation, property management and property development. Building materials, structural options, and building services have a strong influence on how a property performs both financially and functionally. Provides general residential and commercial construction knowledge and an understanding of the construction process.

*Prerequisite:* PROPERTY 102

*Restriction:* PROPERTY 141

### Stage III

#### PROPERTY 311 15 Points

##### Advanced Valuation

The theory and practice of valuing special categories of urban property. Topics include: valuation of CBD land and office buildings, shopping centres, hotels and leasehold land. Also covered are: statutory valuations (compulsory purchase), going-concern valuations, litigation, arbitration, and professional ethics and practice.

*Prerequisite:* PROPERTY 211

#### PROPERTY 312 15 Points

##### Plant and Machinery Valuation

Principles and practice of plant and machinery valuation, with case studies of insurance, market, existing use and infrastructural asset valuations.

*Prerequisite:* PROPERTY 211 and 251

#### PROPERTY 321 15 Points

##### Advanced Property Marketing

An understanding of how to market complex properties and real estate services is essential in creating a competitive advantage for property professionals. Covers review of current related academic literature, preparation of marketing strategies, marketing plans and market analysis relevant to the property market. Develops skills in analysing academic literature and advanced skills for independent and creative thinking, strategic problem solving, effective teamwork and business report writing.

*Prerequisite:* PROPERTY 221

#### PROPERTY 331 15 Points

##### Advanced Property Management

Property asset management theory through the study of its practical application in the strategic and estate management of property portfolios held in public and



private ownership. The role of corporate real estate management in large organisations.

*Prerequisite: PROPERTY 231 and 251*

**PROPERTY 342** **15 Points**  
**Property Development**

An introduction to the process of property development, including application of analytical methods to case studies.

*Prerequisite: PROPERTY 241, 251, 261*

**PROPERTY 351** **15 Points**  
**Advanced Property Finance and Investment**

An understanding of how to research, analyse and advise on property financing and investment decisions is an essential analytical skill for property professionals. Topics include: asset pricing models, capital structure decision, weighted average cost of capital and adjusted present value, property as an asset class, and financing and investment strategies.

*Prerequisite: PROPERTY 251*

**PROPERTY 371** **15 Points**  
**Property Project**

A research project, feasibility study or structured internship on an approved topic.

*Prerequisite: BProp Part II*

*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: BProp Part II*

*Corequisite: PROPERTY 311*

*Restriction: PROPERTY 371*

**PROPERTY 380** **15 Points**  
**Property Issues and Trends**

Property development and investment practices have significant consequences for economic, social and environmental outcomes. Uses relevant literature to provide a critical analysis of contemporary dynamics and problems in international and national property markets.

*Prerequisite: BProp Part II*

**PROPERTY 382** **15 Points**  
**Māori Land Issues**

History of land conflicts in New Zealand, Waitangi Tribunal process, and development of portfolio management strategies.

*Prerequisite: PROPERTY 241 and 271*

**PROPERTY 384** **15 Points**  
**Special Topic**

A seminar or individual course of study on a specialised aspect of property.

*Prerequisite: BProp Part II*

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**Postgraduate 700 Level Courses**

**PROPERTY 701** **15 Points**  
**Research Methods for Property**

A core course for all postgraduate students. Introduction to quantitative and qualitative research techniques and research design. Assists students to think critically when designing a research study.

**PROPERTY 713** **15 Points**  
**Seminar in Valuation**

Advanced studies in the theory and practice of valuation.

*Prerequisite: PROPERTY 311*

**PROPERTY 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**  
**Honours Dissertation**

A dissertation on a topic in property approved by the Head of Department.

*Prerequisite: At least 30 points selected from PROPERTY 703–763*

**PROPERTY 790** **30 Points**  
**Dissertation**

A dissertation on an approved topic in property.

*Prerequisite: At least 30 points selected from PROPERTY 701–773, and 784*

**PROPERTY 796A** **60 Points**  
**PROPERTY 796B** **60 Points**  
**Thesis for MProp**

*Prerequisite: PROPERTY 701*

*To complete this course students must enrol in PROPERTY 796 A and B*

## Faculty of Creative Arts and Industries

### Architectural Design

#### Stage I

**ARCHDES 100** **20 Points**  
**Design 1**

The Conceptual: An introduction, in studio format, to the conceptual realm in which architecture operates, making connections to the cultural, physical, formal, social and political dimensions of architectural design. Emphasises the development of skills and abilities in conceptual thinking and design realisation using a range of representational materials.

*Restriction: ARCHDES 110, 750.100*

**ARCHDES 101** **20 Points**  
**Design 2**

The Formal: An introduction, in studio format, to the discipline of architectural organisation and form-making. Re-examines the traditional notions of typology, precedent, geometry, parti, and diagrams. Emphasises strategies that build on and transform understanding for organising form given contemporary programmes and digital modes of representation.

*Restriction: ARCHDES 111, 750.101*

#### Stage II

**ARCHDES 200** **30 Points**  
**Design 3**

The Domestic: An introduction to those things both familiar and unfamiliar in our understanding of home, family, privacy, identity, and community. Explores both the most intimate and the most exposed aspects of dwelling, and addresses scales ranging from the room to the block.

*Prerequisite: ARCHDES 100 or 110 or 750.100*

*Restriction: ARCHDES 210, 750.200*

**ARCHDES 201** **30 Points**  
**Design 4**

The Constructed: An introduction to full-scale fabrication. Offers the opportunity to work directly with various materials, fabrication processes, and detailing. Requires students to understand the full range of drawings required to move from design concept to actual construction.

*Prerequisite: Any two of ARCHDES 100, 101, 110, 111, 750.100, 750.101*

*Restriction: ARCHDES 211, 750.201*

#### Stage III

**ARCHDES 300** **30 Points**  
**Design 5**

The Collected: An introduction to a complex architectural thinking. Examines both conceptual and exceptional spaces and develops an understanding of the corresponding architectural systems.

*Prerequisite: ARCHDES 200 or 210 or 750.200*

*Restriction: ARCHDES 310, 750.300*

**ARCHDES 301** **30 Points**  
**Design 6**

The Systemic: The culmination of all aspects – conceptual, formal, material, tectonic, structural – of architectural design within the context of a larger network of infrastructural services. Also requires an understanding of the full range of drawings describing the workings of the building as both an active ‘machine’ and place for human comfort.

*Prerequisite: ARCHDES 200 or 210 or 750.200*

*Restriction: ARCHDES 311, 750.301*

**ARCHDES 374** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHDES 375** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

#### Stage IV

**ARCHDES 400** **30 Points**  
**Design 7**

Advanced design studies in which social, cultural, environmental and technological issues are investigated and synthesised in the context of an architectural project and setting of moderate complexity.

*Prerequisite: Any two of ARCHDES 300, 301, 310, 311, or 750.300 and 750.301*

*Restriction: ARCHDES 410, 750.400*

**ARCHDES 401** **30 Points**  
**Design 8**  
 Advanced design studies in which social, cultural, environmental and technological issues are investigated and synthesised in the context of an architectural project and setting of moderate complexity.  
*Prerequisite:* ARCHDES 301 or 311 or 750.301  
*Restriction:* ARCHDES 411, 750.401

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### Stage V

**ARCHDES 502** **30 Points**  
**Design 9**  
 Culminating studies in which students are expected to address a challenging and conceptually complex architectural design project, together with developed design studies sufficient to explain the building's construction, structure, materials and environmental performance. A report is required to elucidate the design.  
*Prerequisite:* ARCHDES 400 or 410 or 750.400  
*Restriction:* ARCHDES 500, 512, 750.500

**ARCHDES 503** **30 Points**  
**Design 10**  
 Culminating studies in which students are expected to engage with complex architectural design issues, with an opportunity to explore areas of specific personal interest, leading to an architectural design. Documentation is required to elucidate the design.  
*Prerequisite:* ARCHDES 400 or 410 or 750.400  
*Restriction:* ARCHDES 501, 513, 750.501

**ARCHDES 512** **34.28 Points**  
**Design 9**  
 Culminating studies in which students are expected to address a challenging and conceptually complex architectural design project, together with developed design studies sufficient to explain the building's construction, structure, materials and environmental performance. A report is required to elucidate the design.  
 Available to transition students only.  
*Prerequisite:* ARCHDES 400 or 750.400  
*Restriction:* ARCHDES 500, 502, 750.500

**ARCHDES 513** **34.28 Points**  
**Design 10**  
 Culminating studies in which students are expected to engage with complex architectural design issues, with an opportunity to explore areas of specific personal interest, leading to an architectural design. Documentation is required to elucidate the design.  
 Available to transition students only.  
*Prerequisite:* ARCHDES 400 or 750.400  
*Restriction:* ARCHDES 501, 503, 750.501

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### 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 771** **10 Points**  
**Design Elective 1**  
 An advanced study in architectural design on a topic approved by the Head of School of Architecture and Planning.

**ARCHDES 796A** **60 Points**  
**ARCHDES 796B** **60 Points**  
**Thesis**  
 A thesis involving a design-based discourse on a topic approved by the Head of School of Architecture and Planning for the degree of Master of Architecture (Professional) under the guidance of an appointed supervisor.  
*Prerequisite:* ARCHDES 700, 701 and ARCHPRM 700, 701  
 To complete this course students must enrol in ARCHDES 796 A and B

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### Architectural History, Theory and Criticism

*Note: Stage I, II and III Architectural History, Theory and Criticism courses may be available to both Architecture and non-Architecture students.*

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#### 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

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#### Stage II

**ARCHHTC 235** **10 Points**

**History and Theory of Architecture and Urbanism 1**

Examines late modern, postmodern and contemporary architecture and urbanism. Emphasis is placed on the analysis of buildings, projects and developments that have the potential to inform contemporary architectural design, and on the reading and writing of architectural criticism.

*Prerequisite:* ARCHHTC 102 or 102G, or ARCHHTC 100 and 101

**ARCHHTC 236** **10 Points**

**History and Theory of Architecture and Urbanism 2**

An introduction to architectural and urban theory 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

### Stage III

#### ARCHHTC 335 10 Points History and Theory of Architecture and Urbanism 3

Examines through case studies architectural landscapes, buildings, ensembles and urban projects, ornamental and iconographic programmes, and architectural texts from pre-history to the end of the fourteenth century. In considering the broad range of cultural and building traditions across the Old World, distinctions to be drawn between them with respect to: conceptual preoccupations, structural and spatial ideas and their use.

*Prerequisite:* ARCHHTC 235 and 236, or 202 and 230

*Restriction:* ARCHHTC 233

#### ARCHHTC 336 10 Points History and Theory of Architecture and Urbanism 4

Examines through case studies the cultural contexts that shaped the development of architecture, urban design, landscape and the environment from the fifteenth to the eighteenth century. Emphasis on the historical developments that influenced changes in style and the theoretical contexts that shaped attitudes towards inhabitation, social organisation, national identity and cultural expression, amongst other things.

*Prerequisite:* ARCHHTC 235 and 236, or 202 and 230

*Restriction:* ARCHHTC 234

#### ARCHHTC 337 10 Points History and Theory of Architecture and Urbanism 5

Examines the development of architecture, urban design, landscape and the environment in historical, geographical and cultural contexts.

*Prerequisite:* ARCHHTC 235 and 236, or 202 and 230, or 233 and 234

*Restriction:* ARCHHTC 333

#### ARCHHTC 338 10 Points History and Theory of Architecture and Urbanism 6

Examines the development of architecture, urban design, landscape and the environment in historical and theoretical contexts.

*Prerequisite:* ARCHHTC 235 and 236, or 202 and 230, or 233 and 234

*Restriction:* ARCHHTC 334

#### ARCHHTC 374 10 Points Elective Study

Topics approved by the Head of School of Architecture and Planning.

#### ARCHHTC 375 10 Points Elective Study

Topics approved by the Head of School of Architecture and Planning.

### Stage IV

#### ARCHHTC 470 10 Points Elective Study

Topics approved by the Head of School of Architecture and Planning.

#### ARCHHTC 471 10 Points Elective Study

Topics approved by the Head of School of Architecture and Planning.

### Postgraduate 700 Level Courses

#### ARCHHTC 771 10 Points History Elective 1

An advanced study in architectural history, theory and criticism on a topic approved by the Head of School of Architecture and Planning.

### Architectural Media

#### Stage I

#### ARCHDRC 102 10 Points Architectural Media I

An introduction to drawing and computing techniques related to design studio practice and an overview of the analytical and critical value of these techniques for design.

*Restriction:* ARCHDRC 100, 101

#### Stage II

#### ARCHDRC 202 10 Points Architectural Media II

The study of drawing, computing and related art practices in terms of architectural representation and analysis and the practice of selected techniques.

*Prerequisite:* Both ARCHDRC 100 and 101, or ARCHDRC 102

*Restriction:* ARCHDRC 200, 201

#### Stage III

#### ARCHDRC 300 10 Points Life Drawing

Analysis and understanding of proportion, structure, scale and how the human figure relates to architectural space and form.

*Prerequisite:* ARCHDRC 202 or 201 or 752.201

*Restriction:* 752.300

#### ARCHDRC 301 10 Points Measured Drawing

The measurement, recording and drawing of existing New Zealand architecture of historical and cultural significance.

*Prerequisite:* ARCHDRC 202 or 201 or 752.201

*Restriction:* 752.301

#### ARCHDRC 303 10 Points Freehand Drawing

The examination, through penetrative seeing, of the basic structure, form, tonal colour and textural elements found in the environment and the development of these awarenesses in knowledgeable graphic communications with an emphasis on perceptual expression.

*Prerequisite:* ARCHDRC 202 or ARCHDRC 201 or 752.201

*Restriction:* 752.303

#### ARCHDRC 304 10 Points Introduction to Architectural Photography

An introduction to architectural photography and photographic techniques.

#### ARCHDRC 370 10 Points Elective Study

Topics approved by the Head of School of Architecture and Planning.



**ARCHDRC 371** 10 Points  
**Elective Study**  
 Topics approved by the Head of School of Architecture and Planning.

**ARCHDRC 372** 10 Points  
**Elective Study**  
 Topics approved by the Head of School of Architecture and Planning.

**ARCHDRC 373** 10 Points  
**Elective Study**  
 Topics approved by the Head of School of Architecture and Planning.

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#### Stage IV

**ARCHDRC 402** 10 Points  
**Advanced Drawing and Computing**  
 An introduction to advanced theory and criticism of design media in architecture and research in drawing and computing.  
*Prerequisite:* Both ARCHDRC 200 and ARCHDRC 201, or ARCHDRC 308  
*Restriction:* ARCHDRC 400

**ARCHDRC 470** 10 Points  
**Elective Study**  
 Topics approved by the Head of School of Architecture and Planning.

**ARCHDRC 471** 10 Points  
**Elective Study**  
 Topics approved by the Head of School of Architecture and Planning.

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#### Postgraduate 700 Level Courses

**ARCHDRC 771** 10 Points  
**Architectural Media Elective 1**  
 An advanced study in architectural media on a topic approved by the Head of School of Architecture and Planning.

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#### Architectural Professional Studies

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##### Stage IV

**ARCHPRM 401** 10 Points  
**Project Management 1**  
 Management of the building project from inception through to the stage of tendering. Client needs and agreements, feasibility studies, project constraints, cost planning and control, consultants, administration and quality control. Particular emphasis on documentation, and the place of information technology in the architect's practice.  
*Restriction:* ARCHPRM 400, 423, 431, 756.400

**ARCHPRM 402** 10 Points  
**Project Management 2**  
 Management of the building project from the tendering stage through to project completion, including post-occupancy evaluation. Establishment of the building contract, contract administration and site observation, study of contract law and cost management during the construction phase. All aspects of documentation during construction and final project accounts.  
*Restriction:* ARCHPRM 400, 432, 756.400

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##### Stage V

**ARCHPRM 501** 10 Points  
**Practice Management 1**  
 Introduction to the New Zealand legal system and the law of contract and torts. Negotiations, negligence, disputes and remedies relevant to architects in practice. Introduction to the professional institute, the registration procedure, risk management and professional ethics.  
*Prerequisite:* Either ARCHPRM 401 and 402, or 756.400  
*Restriction:* ARCHPRM 500, 531, 756.500

**ARCHPRM 502** 10 Points  
**Practice Management 2**  
 Establishing and maintaining an architectural practice as a business venture. Organisational structures. Strategic market management. Financial planning, insurance and taxation. Aspects of the law as related to practice.  
*Prerequisite:* Either ARCHPRM 401 and 402, or 756.400  
*Restriction:* ARCHPRM 500, 532, 756.500

**ARCHPRM 531** 8.57 Points  
**Practice Management 1**  
 Introduction to the New Zealand legal system and the law of contract and torts. Negotiations, negligence, disputes and remedies relevant to architects in practice. Introduction to the professional institute, the registration procedure, risk management and professional ethics.  
 Available to transition students only.  
*Prerequisite:* ARCHPRM 401, 402  
*Restriction:* ARCHPRM 500, 501

**ARCHPRM 532** 8.57 Points  
**Practice Management 2**  
 Establishing and maintaining an architectural practice as a business venture. Organisational structures. Strategic market management. Financial planning, insurance and taxation. Aspects of the law as related to practice.  
 Available to transition students only.  
*Prerequisite:* ARCHPRM 401, 402  
*Restriction:* ARCHPRM 500, 502

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#### 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.

**ARCHPRM 771** 10 Points  
**Professional Studies Elective 1**  
 An advanced study in architectural professional studies on a topic approved by the Head of School of Architecture and Planning.



## Architectural Technology

### Stage I

#### ARCHTECH 106 15 Points Architecture and Sustainability

People and internal and external environments through history; climate and microclimate; resources; materials, production, properties and environmental impact; comfort – psychology and measurement (thermal, lighting, sound); the sustainable house in New Zealand; architecture, techniques and systems; building and lifestyle, and measurement techniques.  
*Restriction: ARCHTECH 102, 103, 758.101*

#### ARCHTECH 107 10 Points Design Technology I

Structural concepts and construction principles relating to light timber, steel, concrete and other typical construction materials for domestic scale buildings. In depth investigations of structural systems, building envelopes and detailing. Application of principles to design studio projects.  
*Restriction: ARCHTECH 100, 104, 105, 758.100*

### Stage II

#### ARCHTECH 202 10 Points Thermal and Services Design I

Climate, energy and sustainability considerations in building. Thermal performance, ventilation and condensation. Mechanical, electrical and hydraulic services for domestic-scale and low-rise buildings.  
*Prerequisite: ARCHTECH 106 or 103 or 758.101*  
*Restriction: 758.201, ARCHTECH 212*

#### ARCHTECH 203 10 Points Lighting and Acoustic Design I

Visual performance and visual comfort. The interaction of light with materials and control systems. Artificial light sources and luminaires. Natural and artificial lighting design. Lighting standards and codes of practice. The behaviour of sound and its control by materials and building systems. Measuring sound, and acceptability criteria. Requirements of the New Zealand Building Code. Design needs requiring specialist aid.  
*Prerequisite: ARCHTECH 106 or 103 or 758.101*  
*Restriction: 758.201, ARCHTECH 213*

#### ARCHTECH 206 10 Points Design Technology II

Structural concepts and construction principles relating to light timber, steel, concrete and other typical construction materials for domestic scale buildings. In-depth investigations of structural systems, building envelopes and detailing. Application of principles to design studio projects.  
*Prerequisite: ARCHTECH 107, or 104 and 105*  
*Restriction: ARCHTECH 204, 205, 200, 758.200*

#### ARCHTECH 207 15 Points Design Technology II

Development of structural and construction principles and systems. Outline of forces acting in buildings. Characteristics and behaviour of common building materials. Standard details in residential housing. Outline of building codes, health and safety regulations and site operations. Active and passive building services and technology including heating, cooling, ventilation, water, waste, electrical services

and vertical transportation. Application to design studio projects.

*Prerequisite: ARCHTECH 107, or 104 and 105*

*Restriction: ARCHTECH 200, 204, 205, 206, 758.200*

#### ARCHTECH 208 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 106, or 102 and 103, or 758.101*  
*Restriction: ARCHTECH 202, 203, 212, 213, 758.201*

#### ARCHTECH 212 8.57 Points Environment and Services 1

Climate and energy considerations in building. Thermal performance, ventilation and condensation. Mechanical, electrical and hydraulic services for low-rise buildings.

Available to transition students only.

*Prerequisite: ARCHTECH 106 or 103*

*Restriction: ARCHTECH 202*

#### ARCHTECH 213 8.57 Points Environment and Services 2

Natural and artificial lighting; noise control and acoustical design principles and their application in buildings; requirements and recommendations to practice.

Available to transition students only.

*Prerequisite: ARCHTECH 106 or 103*

*Restriction: ARCHTECH 203*

### Stage III

#### 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, or 202 and 203, or 212 and 213, or 758.201*

*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, environmental performance. Fire protection and building code requirements. Application to design studio projects.

*Prerequisite: ARCHTECH 207, or 206, or 204 and 205*

*Restriction: ARCHTECH 311, 475*

**Stage IV****ARCHTECH 421** **10 Points**  
**Design Technology IV**

Investigations of complex, larger-scale buildings with particular emphasis on the evaluation and selection of conceptually appropriate structural systems, materials and assembly. Factors affecting buildability, environmental performance, fire protection and building code requirements will be introduced. Self-directed research into, and representation of, technical systems and details of selected case study buildings and students' studio projects.

*Prerequisite:* ARCHTECH 312 or 311 or 475

*Restriction:* ARCHTECH 420, 400

**ARCHTECH 470** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHTECH 471** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHTECH 472** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHTECH 475** **8.57 Points**  
**Elective Project**

Available to transition students only.

**Stage V****ARCHTECH 570** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHTECH 571** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHTECH 572** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**ARCHTECH 573** **10 Points**  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**Postgraduate 700 Level Courses****ARCHTECH 771** **10 Points**  
**Technology Elective 1**

An advanced study in architectural technology on a topic approved by the Head of School of Architecture and Planning.

**Architecture General****Stage III****ARCHGEN 300** **10 Points**  
**Design as Research**

An investigation into the nature of the architectural design process, the research process, and the ways in which these two processes may be creatively combined

in the context of a Masters level design thesis, in order that the thesis process and thesis outcomes might achieve the expectations associated with a research-based thesis.

*Restriction:* ARCHGEN 400, 410, 758.400

**Stage V****ARCHGEN 590** **20 Points**  
**Research Report**

A research report on a topic approved by the Head of School of Architecture and Planning.

**ARCHGEN 591** **20 Points**  
**Research Report**

A research report on a topic approved by the Head of School of Architecture and Planning.

**ARCHGEN 595** **30 Points**  
**Dissertation**

A dissertation involving applied research and/or a development project on a topic approved by the Head of School of Architecture and Planning.

**Postgraduate 700 Level Courses****ARCHGEN 700** **10 Points**  
**Research Process**

An introduction to the research process including: research paradigms and strategies, the identification of research topics and research questions, the review and critique of literature, research methodologies, the structuring of research theses and reports, referencing and the preparation of a bibliography. The focus of the course is on preparing students to undertake their own research projects.

*Restriction:* ARCHGEN 400, 753.400, 753.600

**ARCHGEN 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 711** **15 Points**  
**Special Topic in History, Theory and Criticism 1**

Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.

**ARCHGEN 712** **15 Points**  
**Special Topic in History, Theory and Criticism 2**

Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.

**ARCHGEN 713** **15 Points**  
**Special Topic in History, Theory and Criticism 3**

Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.

**ARCHGEN 714** **15 Points**  
**Special Topic in History, Theory and Criticism 4**

Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.

<b>ARCHGEN 715</b> <b>Special Topic in History, Theory and Criticism 5</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of History, Theory and Criticism studies.	<b>15 Points</b>
<b>ARCHGEN 721</b> <b>Special Topic in Sustainable Design 1</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.	<b>15 Points</b>
<b>ARCHGEN 722</b> <b>Special Topic in Sustainable Design 2</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.	<b>15 Points</b>
<b>ARCHGEN 723</b> <b>Special Topic in Sustainable Design 3</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.	<b>15 Points</b>
<b>ARCHGEN 724</b> <b>Special Topic in Sustainable Design 4</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.	<b>15 Points</b>
<b>ARCHGEN 725</b> <b>Special Topic in Sustainable Design 5</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of sustainable design studies.	<b>15 Points</b>
<b>ARCHGEN 731</b> <b>Special Topic in Urban Design 1</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies. <i>Restriction: URBDES 702</i>	<b>15 Points</b>
<b>ARCHGEN 732</b> <b>Special Topic in Urban Design 2</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies. <i>Restriction: URBDES 702</i>	<b>15 Points</b>
<b>ARCHGEN 733</b> <b>Special Topic in Urban Design 3</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies. <i>Restriction: URBDES 702</i>	<b>15 Points</b>
<b>ARCHGEN 734</b> <b>Special Topic in Urban Design 4</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies. <i>Restriction: URBDES 702</i>	<b>15 Points</b>
<b>ARCHGEN 735</b> <b>Special Topic in Urban Design 5</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of urban design studies. <i>Restriction: URBDES 702</i>	<b>15 Points</b>
<b>ARCHGEN 741</b> <b>Special Topic in Materials and Fabrication 1</b> Seminar topic approved by the Head of School of	<b>15 Points</b>

Architecture and Planning in the field of materials and fabrication studies.

<b>ARCHGEN 742</b> <b>Special Topic in Materials and Fabrication 2</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.	<b>15 Points</b>
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<b>ARCHGEN 743</b> <b>Special Topic in Materials and Fabrication 3</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.	<b>15 Points</b>
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<b>ARCHGEN 744</b> <b>Special Topic in Materials and Fabrication 4</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.	<b>15 Points</b>
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<b>ARCHGEN 745</b> <b>Special Topic in Materials and Fabrication 5</b> Seminar topic approved by the Head of School of Architecture and Planning in the field of materials and fabrication studies.	<b>15 Points</b>
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<b>ARCHGEN 770A</b> <b>ARCHGEN 770B</b> <b>Elective Study</b> Topics approved by the Head of School of Architecture and Planning. <i>To complete this course students must enrol in ARCHGEN 770 A and B</i>	<b>10 Points</b> <b>10 Points</b>
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<b>ARCHGEN 793A</b> <b>ARCHGEN 793B</b> <b>Thesis</b> 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. <i>Restriction: ARCHGEN 795, 796, 797</i> <i>To complete this course students must enrol in ARCHGEN 793 A and B</i>	<b>60 Points</b> <b>60 Points</b>
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<b>ARCHGEN 795A</b> <b>ARCHGEN 795B</b> <b>Thesis</b> 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. <i>Restriction: ARCHGEN 793, 796, 797</i> <i>To complete this course students must enrol in ARCHGEN 795 A and B</i>	<b>45 Points</b> <b>45 Points</b>
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<b>ARCHGEN 798</b> <b>ARCHGEN 798A</b> <b>ARCHGEN 798B</b> <b>Research Report</b> A report involving research and application in an architectural subject for the Postgraduate Diploma in Architecture under the guidance of an appointed supervisor on a topic approved by the Head of School of Architecture and Planning. <i>Corequisite: ARCHGEN 700</i> <i>To complete this course students must enrol in ARCHGEN 798 A and B, or ARCHGEN 798</i>	<b>40 Points</b> <b>20 Points</b> <b>20 Points</b>
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<b>ARCHGEN 799</b>	<b>60 Points</b>
<b>ARCHGEN 799A</b>	<b>30 Points</b>
<b>ARCHGEN 799B</b>	<b>30 Points</b>
<b>Research Report</b>	

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*

## Dance Studies

### Stage I

<b>DANCE 101</b>	<b>15 Points</b>
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<b>DANCE 101G</b>	<b>15 Points</b>
<b>Introduction to Dance and Creative Processes</b>	

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)

<b>DANCE 107</b>	<b>15 Points</b>
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### Dance History and Contexts

Study of the historical development in western theatre dance from the nineteenth century to the beginning of the twentieth century.

<b>DANCE 110</b>	<b>15 Points</b>
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### 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.

<b>DANCE 112</b>	<b>15 Points</b>
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### Dance Kinesiology

Introduction to physiological and kinesiological analysis of dance movements. The study of skeletal alignment, muscular balance and mechanical efficiency.

<b>DANCE 120</b>	<b>15 Points</b>
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### 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.

<b>DANCE 121</b>	<b>15 Points</b>
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### Dance Technique

Continuation of work undertaken in DANCE 120 with exploration of skills, repertoire, and merging dance styles.

*Prerequisite:* DANCE 120

<b>DANCE 131</b>	<b>15 Points</b>
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### 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

<b>DANCE 200G</b>	<b>15 Points</b>
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### Dance and Culture

Examines the interrelationship between dance and wider political and cultural movements through practical dance classes and theoretical investigations into diverse cultural environments around the world. Students physically and theoretically engage in the study of various dance forms such as Tango, Salsa, Dabkeh, traditional Chinese dance and Bharata Natyam.

*Prerequisite:* 60 points at Stage I in any subject(s)

<b>DANCE 201</b>	<b>15 Points</b>
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### Dance and Interdisciplinarity

Building integrated connections with other arts disciplines such as music, literature, art.

*Prerequisite:* DANCE 101 or 110

<b>DANCE 207</b>	<b>15 Points</b>
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### Choreography and Performance

Focuses on the development and consolidation of choreographic and performance skills.

*Prerequisite:* Any 30 points at Stage I in Dance Studies

<b>DANCE 210</b>	<b>15 Points</b>
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### 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

<b>DANCE 211</b>	<b>15 Points</b>
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### Special Topic

*Prerequisite:* Any 30 points at Stage I in Dance Studies

<b>DANCE 212</b>	<b>15 Points</b>
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### 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

<b>DANCE 215</b>	<b>15 Points</b>
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### Special Topic

*Prerequisite:* Any 30 points at Stage I in Dance Studies

<b>DANCE 220</b>	<b>15 Points</b>
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### 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

<b>DANCE 222</b>	<b>15 Points</b>
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### 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

<b>DANCE 231</b>	<b>15 Points</b>
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### Community Dance

Entering diverse community settings and teaching

and learning dance; analysing the roles and functions of dance in your own and other's communities. Note, this course does not meet the requirements for teacher registration in New Zealand.

*Prerequisite: DANCE 131*

### **DANCE 250** **15 Points** **Special Topic**

*Prerequisite: Any 30 points at Stage I in Dance Studies*

### **Stage III**

### **DANCE 300** **15 Points** **Dance Project**

Resident/Guest Artist project that gives students an intensive experience of a particular choreographic vocabulary and repertoire. Not available to BA students.

*Prerequisite: 30 points at Stage II in Dance Studies*

### **DANCE 301** **15 Points** **Dance and Improvisation**

Developing an embodied personal practice, and understanding of the theory and practice of contact improvisation and its influence in dance, education and community contexts.

*Prerequisite: Any 30 points at Stage II in Dance Studies*

### **DANCE 302** **15 Points** **Dance in Aotearoa/New Zealand**

An examination of dance in New Zealand including Māori, Pacific Island, European, and Asian influences. Emphasis will be on developments during the twentieth century of traditional form into contemporary practice, indigenous forms in NZ society, the developments in ballet, contemporary and popular dance.

*Prerequisite: DANCE 212*

### **DANCE 310** **15 Points** **Contemporary Dance and Choreography 3**

The study of contemporary dance practices through the choreography and techniques of contemporary dance makers.

*Prerequisite: DANCE 210*

### **DANCE 312** **15 Points** **Dance Production**

Dance works are choreographed on the students by leading dance professionals in their chosen genre, resulting in a dance production. Not available to BA students.

*Prerequisite: Any 45 points at Stage II in Dance Studies*

### **DANCE 314** **15 Points** **Dance and Technology**

Project based study of the interaction between technology and dance. Including hands-on practice with video, digital photography and the study of dance for film.

*Prerequisite: Any 30 points at Stage II in Dance Studies*

### **DANCE 315** **15 Points** **Dance Composition**

Studio based course developing improvisational and compositional skills. Choreographic principles are studied as guidelines for structure and design in movement.

*Prerequisite: Any 30 points at Stage II in Dance Studies*

### **DANCE 320** **15 Points** **Dance Vocabulary III**

Refining and deepening dance practices and pedagogy strategies specific to contemporary dance. Choreographic research methods are introduced

with emphasis upon articulating key questions and processes for problem solving.

*Prerequisite: Any 30 points at Stage II in Dance Studies*

### **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 730** **30 Points** **Dance Intensive**

Advanced practice in the physicality and creation of dance.

*Prerequisite: Departmental approval required*

### **DANCE 734** **15 Points** **Dance Education and Community Dance Research**

Students will examine issues and philosophies critical to the development of dance education and community dance in New Zealand and internationally. Personal pedagogical practice will be reviewed and dominant discourses critiqued.

*Prerequisite: Departmental approval required*

### **DANCE 735** **15 Points** **Research in Choreography**

Students will investigate choreographic practice as a location for artistic production and academic research. They will reflect on their own choreographic practice through studio-based activities, while examining existing choreographies, choreographers and choreographic theory.

*Restriction: DANCE 733, 760*

### **DANCE 750** **15 Points** **Dance Writing, Performance and Analysis**

Students will examine writing as a creative, analytical and performance practice. Students will discuss elements of creative writing such as metaphor, cadence, rhythm, character, narrative and subtext, and analytical writing such as reviews, critiques and transcripts. Students will practice manipulating these elements in order to develop their own writing from, through and about dance.

*Prerequisite: Departmental approval required*

### **DANCE 751** **15 Points** **Research Methodologies**

An introduction to empirical and performance research methods. The course will address issues related



to dance theory, current research methodologies, research design, archives and resources, literature reviews, research ethics, analysis and report writing.

**DANCE 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 791** 30 Points  
**Dissertation in Dance**

**DANCE 792A** 45 Points  
**DANCE 792B** 45 Points  
**Project**

*To complete this course students must enrol in DANCE 792 A and B*

**DANCE 796A** 60 Points  
**DANCE 796B** 60 Points  
**Thesis**

*Prerequisite: Departmental approval required*

*Restriction: DANCE 794*

*To complete this course students must enrol in DANCE 796 A and B*

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## Fine Arts

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### 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  
**Studio 1: Introduction to Critical Studies**

An introduction to some key terms used in the discussion of contemporary art and design presented and discussed with reference to students' learning in FINEARTS 101 and 102 in particular. This provides both an introduction to contemporary discourses and a means of enabling students to understand such discourses in relation to their own practices.

*Corequisite: FINEARTS 101 or 102*

**FINEARTS 105** 15 Points  
**Special Topic**

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### Stage II

**FINEARTS 201** 30 Points  
**Studio 2.1**

Provides an understanding of contemporary artistic practice relevant to students' developing artistic interests. Students engage with current art and/or design ideas, methodologies and positions and become experienced in understanding their own practice in relationship to contemporary practices in an increasingly reflexive manner. Consists of the supervised completion of a number of prescribed briefs from which students select.

*Prerequisite: FINEARTS 101, 102, 103 and 104 or FINEARTS 100*

*Corequisite: FINEARTS 203*

**FINEARTS 202** 30 Points  
**Studio 2.2**

Focuses on the conditions of reception relevant to students' work including: ways meaning is created; how art and/or design works are read; and the significance of presentation strategies. Consists of the supervised completion of longer briefs, of which one is self-generated.

*Prerequisite: FINEARTS 201*

**FINEARTS 203** 15 Points  
**Studio 2.3**

Study and exploration through practice of an issue relevant to a discipline or area of contemporary discourse. Students will understand, explore and analyse a selected issue through readings, discussions and production and presentation of studio work.

*Prerequisite: FINEARTS 101, 102, 103 and 104 or FINEARTS 100*

*Corequisite: FINEARTS 201 or 202*

**FINEARTS 204** 15 Points  
**Studio 2 Critical Studies**

Presents a range of different modes of cultural production and discusses the relationships of these with studio practices. It extends on the learning in FINEARTS 104 and leads to a more complex understanding of the ways in which art and design is produced and experienced.

*Prerequisite: FINEARTS 101, 102, 103 and 104 or FINEARTS 100*

*Corequisite: FINEARTS 201 or 202*

**FINEARTS 205** 15 Points  
**Special Topic**

**FINEARTS 206** 15 Points  
**Fields of Practice 2**  
 Allows students to study and explore through practice an issue relevant to a media area, with the aim of encouraging reflexivity in relation to media processes. In this course students will understand, explore and analyse a selected issue through readings, discussions and production and presentation of studio work.  
*Prerequisite:* FINEARTS 101, 102, 103, 104, 201, 203  
*Corequisite:* FINEARTS 202

**FINEARTS 210G** 15 Points  
**Understanding Contemporary Visual Arts Practice**  
 How does the contemporary artist and designer work? This course presents first hand, locally engaged practitioners' perspectives on creative practice. On successful completion of this course students will be able to access local, contemporary art and design with confidence, and to discuss examples of practitioners' methodologies and areas of investigation. Course work will involve active exploration of the local art world.  
*Prerequisite:* 60 points at Stage I in any subject/s

**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.

### Stage III

**FINEARTS 302** 30 Points  
**Studio 3.1**  
 Builds on the conceptual, material, technical, and contextual work undertaken in Studio 2. Students will explore and develop, through studio activities, a range of methodologies required to generate and sustain an independent practice. Students are required to pursue open-ended exploration and critical analysis within their making and thinking with an emphasis on experimentation and reflexivity.  
*Prerequisite:* FINEARTS 201, 202, 203, 206 or FINEARTS 200  
*Corequisite:* FINEARTS 304

**FINEARTS 303** 30 Points  
**Studio 3.2**  
 Extends the self-directed aspect of FINEARTS 301 through work on one or two long-term personal projects. A key focus is the identification of and response to a contextual issue relevant to contemporary art and/or design. Students will begin to develop an understanding of their practice within the context of a wider field of contemporary art and design practices.  
*Prerequisite:* FINEARTS 302, 304

**FINEARTS 304** 15 Points  
**Studio 3.3**  
 Builds on the different disciplines or areas of contemporary discourse explored in Studio 2. Students will study issues relevant to their individual practice and analyse, extend and develop an understanding of them through readings, discussions and the production and presentation of studio work.  
*Prerequisite:* FINEARTS 201, 202, 203, 206 or FINEARTS 200  
*Corequisite:* FINEARTS 302 or 303

**FINEARTS 305** 15 Points  
**Studio 3 Critical Practices**  
 Analyses and provides discussion for the different ways in which art and design engage with social structures that, in turn, define creative practices. The course leads to a critical understanding of the insertion of practices into wider fields, which provides students with a means of understanding their studio-based practices in a range of relevant professional contexts.  
*Prerequisite:* FINEARTS 201, 202, 203 or FINEARTS 200  
*Corequisite:* FINEARTS 302 or 303

**FINEARTS 306** 15 Points  
**Special Topic**

**FINEARTS 307** 15 Points  
**Fields of Practice 4**  
 Building on the media areas explored in Studio 2, this course allows students to study and explore an idea or issue in and around an area of contemporary art and/or design discourse. Students will investigate, analyse and develop the selected idea or issue through readings, discussions alongside the production and presentation of studio work.  
*Prerequisite:* FINEARTS 101, 102, 103, 104, 201, 202, 203, 206, 302, 304  
*Corequisite:* FINEARTS 303

### Stage IV

**FINEARTS 402** 30 Points  
**Studio 4.1**  
 Places emphasis on students' understanding and articulation of concepts and discourse surrounding their work. Promotes the development of independent artistic and/or design philosophies and their effective use in relation to studio practice.  
*Prerequisite:* FINEARTS 302, 303, 304 and 305 or FINEARTS 300  
*Corequisite:* FINEARTS 403

**FINEARTS 403** 30 Points  
**Studio 4.2**  
 Advances students' understanding of the way meaning effects are produced by things done or made and the way they are presented. Develops students' personal methodology through the production of a coherent body of work supported by a considered use of studio research and explorative work.  
*Prerequisite:* FINEARTS 302, 303, 304 and 305 or FINEARTS 300  
*Corequisite:* FINEARTS 402

**FINEARTS 404** 30 Points  
**Studio 4.3**  
 Further develops students' understanding and articulation of concepts and discourse surrounding their studio work. Promotes the development of independent artistic and/or design philosophies and their effective use in relation to studio practice.  
*Prerequisite:* FINEARTS 402  
*Corequisite:* FINEARTS 403 or 405

**FINEARTS 405** 30 Points  
**Studio 4.4**  
 Directed at the synthesis and refinement of previous studio practice towards the production and presentation of a body of studio work that demonstrates advanced understandings and professional capabilities. Emphasis placed on the development of presentation strategies appropriate

to the exhibition and/or professional submission of work.

*Prerequisite:* FINEARTS 403

*Corequisite:* FINEARTS 402 or 404

**FINEARTS 406** 30 Points  
**Special Topic**

A development of Part III Studio courses in selected fields.

**FINEARTS 407** 30 Points  
**Special Topic**

A development of Part III Studio courses in selected fields.

**FINEARTS 408** 60 Points  
**Studio 4 A**

Assists students to develop their creative practice through the production of a coherent body of studio-based work. This will be supported by considered development of an artistic and/or design philosophy and its effective use in relation to studio practice. The course encourages a solid understanding of presentation strategies appropriate to the exhibition and/or professional presentation of creative work.

*Prerequisite:* FINEARTS 302, 303, 304, 307

*Restriction:* FINEARTS 402, 403

**FINEARTS 409** 60 Points  
**Studio 4 B**

Building on Studio 4A this course will assist students to develop further their creative practice through the production of a coherent body of studio-based work. Students will further develop their understanding and articulation of concepts and discourses relevant to their studio work. The course promotes a reflexive understanding of creative practice and strategies for its professional presentation.

*Prerequisite:* FINEARTS 100, 101, 102, 103, 104, 201, 202, 203, 206, 302, 303, 304, 307, 408

*Restriction:* FINEARTS 404, 405

### Diploma Courses

*Note: The proposed dissertation topic for each course is to be submitted for approval to the Head of Fine Arts by 31 March.*

**FINEARTS 650A** 60 Points  
**FINEARTS 650B** 60 Points

#### Graduate Studio 1

A presentation of creative work in some aspect of the fine arts.

*To complete this course students must enrol in FINEARTS 650 A and B*

**FINEARTS 652A** 30 Points  
**FINEARTS 652B** 30 Points

#### Graduate Studio 2

A presentation of creative work in some aspect of the fine arts.

*To complete this course students must enrol in FINEARTS 652 A and B*

**FINEARTS 691A** 30 Points  
**FINEARTS 691B** 30 Points

#### Dissertation

Documentation of the results of an original investigation or advanced study or research related to the student's programme in studio.

*To complete this course students must enrol in FINEARTS 691 A and B*

### Postgraduate 700 Level Courses

*Note: The proposed dissertation topic for each course is to be submitted for approval to the Head of Fine Arts by 31 March.*

**FINEARTS 756A** 60 Points

**FINEARTS 756B** 60 Points

#### Research Project

A research project in fine arts and/or design.

*To complete this course students must enrol in FINEARTS 756 A and B*

**FINEARTS 763A** 60 Points

**FINEARTS 763B** 60 Points

#### Studio 6C

A practical performance in some aspect of the fine arts and/or design.

*To complete this course students must enrol in FINEARTS 763 A and B*

**FINEARTS 790A** 60 Points

**FINEARTS 790B** 60 Points

#### Research Project

A research project focused on artistic or related outcomes. Individualised research-based programmes of study are supported through a range of studio critiques, various forms of group tutorials, technical workshops, reading groups, lectures and frequent one-to-one meetings with studio staff. Research projects are thus developed through an integrated programme including studio practice, seminars, and/or written coursework and reading groups.

*To complete this course students must enrol in FINEARTS 790 A and B*

**FINEARTS 796A** 60 Points

**FINEARTS 796B** 60 Points

#### Masters Studio

An advanced studio based performance in fine arts and/or design.

*To complete this course students must enrol in FINEARTS 796 A and B*

**FINEARTS 797A** 60 Points

**FINEARTS 797B** 60 Points

#### Fine Arts Thesis

A thesis embodying the results obtained by the student of an original investigation or advanced study in fine arts and/or design.

*To complete this course students must enrol in FINEARTS 797 A and B*

**FINEARTS 798A** 60 Points

**FINEARTS 798B** 60 Points

#### Fine Arts Research Project

An advanced research project in fine arts and/or design.

*To complete this course students must enrol in FINEARTS 798 A and B*

### Music

#### Stage I

**MUS 100** 15 Points

#### Basic Musical Techniques

An intensive overview of fundamental written skills in music, and practice in aural perception for the general interest student who has some rudimentary



knowledge, and also for those wishing to bring their musical skills up to the level of entry to MUS 101.  
*Restriction: MUSIC 100–102, 104. May not be taken after passing MUS 101 or 102*

**MUS 101** **15 Points**  
**Materials of Music 1**

Develops the fundamental music theory and aural perception skills necessary to be an effective musician, including the study of basic theory, harmony and analysis, and aural skills and musicianship, including a choral performance project.

*Prerequisite: Departmental approval required for non-BMus students*

*Restriction: MUSIC 101, 103, 104, JAZZ 103*

**MUS 102** **15 Points**  
**Materials of Music 2**

Continuation of work begun in MUS 101 in harmony and analysis, aural skills and musicianship.

*Prerequisite: MUS 101*

*Restriction: MUSIC 105, 107*

**MUS 106** **15 Points**  
**Conducting**

An introduction to the study of conducting which includes listening to and writing about a wide variety of music from all historical periods. The practical component of this paper concentrates on posture, patterns and gesture. Studies will include examples from choral and orchestral repertoire.

*Prerequisite: Departmental approval required for non-BMus students*

*Restriction: MUSIC 106*

**MUS 110** **15 Points**  
**Composition/Sonic Arts Foundation 1**

Creativity and craftsmanship in original free composition are studied with some analysis of significant works from the twentieth and twenty-first centuries, and exercises in both note and sound-based approaches to composing. Coordination with performers both within and outside the class is important.

*Prerequisite: Departmental approval required for non-Composition major BMus students*

**MUS 111** **15 Points**  
**Composition/Sonic Arts Foundation 2**

Continuation of work begun in MUS 110.

*Prerequisite: MUS 110 or MUSIC 110*

**MUS 119** **15 Points**  
**Introduction to Music Technology**

A survey of the technology available to assist musicians. Topics include: human-computer interfaces, computer notation, MIDI sequencing, audio recording, synthesis, sound editing, and multi-track mixing.

*Restriction: MUSIC 109 or 183*

**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*

*Restriction: MUSIC 124, 125, 128, 129*

**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 or MUSIC 120*

**MUS 122** **15 Points**  
**Performance Skills 1**

The 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: Departmental approval*

*Corequisite: MUS 121*

**MUS 127** **15 Points**  
**Music Project 1**

Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.

*Prerequisite: Departmental approval*

**MUS 140** **15 Points**  
**Writing About Music**

Provides fundamental knowledge and experience in historical study and academic writing. Focusing on specific historical texts (articles, reviews, treatises), students will gain an understanding of the meaning and significance of music across history, learning how to write about this music with authority, conviction and specific detail.

*Restriction: MUSIC 144*

**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.

*Restriction: MUSIC 144, 144G*

**MUS 149G** **15 Points**  
**New Zealand Music Studies**

New Zealand art music and popular music from World War II to the present, with a focus on contemporary practice. A broad range of musical styles and genres and their historical significance and wider social contexts will be discussed, together with notions of cultural identity in music at national and local levels. No previous knowledge of music is assumed.

*Restriction: MUSIC 149, 149G*

**MUS 160** **15 Points**  
**Foundations of Music Education**

A conceptual and practical foundation for ongoing work in music education. A survey of the field, the role of the music educator, practical musicianship, and foundational knowledge of music teaching and learning. The exploration of a range of pedagogical contexts. Students are asked to critically reflect on their own musicianship and music learning experiences.

*Restriction: MUSED 160*

**MUS 170** **15 Points**  
**Jazz Performance 1**

The development of instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz

Performance and includes 1:1 tuition and group based improvisation classes.

*Prerequisite: Departmental approval*

*Corequisite: MUS 172*

*Restriction: JAZZ 101, 107*

### **MUS 171 15 Points**

#### **Jazz Performance 2**

Continuation of the work undertaken in MUS 170.

*Prerequisite: MUS 170 or JAZZ 101 and 107*

*Restriction: JAZZ 102, 108*

### **MUS 172 15 Points**

#### **Jazz Ensembles 1**

The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles. Students are placed by audition into a small group combo and a large group.

*Corequisite: MUS 170*

*Restriction: JAZZ 111*

### **MUS 173 15 Points**

#### **Jazz Ensembles 2**

Continuation of the work undertaken in MUS 172.

*Prerequisite: MUS 172 or JAZZ 101*

*Corequisite: MUS 171*

*Restriction: JAZZ 112*

### **MUS 174 15 Points**

#### **Jazz Theory 1**

An introduction to jazz theory and musicianship skills including aural and harmony. Coursework prepares students for the implementation of fundamental written theoretical skills. This course also includes a keyboard tutorial.

*Restriction: MUSIC 101*

### **MUS 175 15 Points**

#### **Jazz Theory 2**

A continuation of jazz theory and musicianship skills including aural and harmony. Coursework prepares students for the implementation of fundamental written theoretical skills. This course also includes a keyboard tutorial.

*Prerequisite: MUS 174 or MUSIC 101*

*Restriction: JAZZ 105*

### **MUS 176 15 Points**

#### **Jazz History**

The critical examination of musical styles, performers, cultural and industrial contexts surrounding jazz musics from the mid-nineteenth century, including ragtime, through New Orleans, swing, be-bop, cool, free, third-stream and post-bop. In-depth study of primary exponents of various styles. Audio and visual materials are a major component of study.

*Restriction: JAZZ 113*

### **MUS 177 15 Points**

#### **Jazz Project 1**

Participation and development of pertinent skills towards the completion of a collaborative jazz music project.

*Prerequisite: Departmental approval*

### **MUS 180 15 Points**

#### **Creative Practice in Popular Music 1**

Exploration of ideas and processes in the creation and presentation of popular music through workshops, seminars, group discussion. Students will write songs, compose music, complete arrangement exercises

and present aspects of their coursework in live performance.

*Prerequisite: Departmental approval*

*Restriction: MUSIC 180, POPMUS 100*

### **MUS 181 15 Points**

#### **Creative Practice in Popular Music 2**

Continuation of work undertaken in MUS 180.

*Prerequisite: MUS 180 or MUSIC 180*

*Restriction: MUSIC 181, POPMUS 101*

### **MUS 182 15 Points**

#### **Popular Music Performance Skills 1**

The development of instrumental and vocal technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. In addition, students will develop skills in improvisation, transcription and sight-reading. This course prepares students who major in Popular Music with 1:1 instrumental tuition and group based ensemble classes.

*Prerequisite: Departmental approval*

*Restriction: JAZZ 131*

### **MUS 183 15 Points**

#### **Popular Music Performance Skills 2**

Continuation of the work undertaken in MUS 182.

*Prerequisite: MUS 182 or JAZZ 131 or Departmental approval*

*Restriction: JAZZ 132*

### **MUS 184 15 Points**

#### **Popular Music Theory and Aural 1**

Training in practical musicianship and contemporary music writing skills pertinent to a popular music practitioner. Development of aural recognition skills with an emphasis on transcription and sight singing skills.

*Restriction: MUSIC 101, JAZZ 105*

### **MUS 185 15 Points**

#### **Popular Music Theory and Aural 2**

Continuation of work undertaken in MUS 184.

*Prerequisite: MUS 184*

*Restriction: JAZZ 105*

### **MUS 186 15 Points**

#### **Music Industry Studies**

Practical perspectives on power and practice in the popular music industry. Enriched by instruction from experts in the field, this course provides fundamental knowledge enabling students to begin functioning in and examining theoretically the complex workings of the local music industry and its multi-million dollar global counterpart. Practical areas covered include: music promotion, publishing and copyright, management, organisation of functions and festivals, legal issues and manufacture.

*Restriction: MUSIC 182*

### **MUS 187 15 Points**

#### **Popular Music Project 1**

Participation and development of pertinent skills towards the completion of a collaborative popular music project.

*Prerequisite: Departmental approval*

### **MUS 188 15 Points**

#### **Styles and Techniques in Songwriting**

A survey of contemporary popular music styles from the perspective of tools of the creative songwriting process. Analysis and discussion of harmonic, melodic, rhythmic and structural concerns of works



by prominent songwriters of the last fifty years. Explores connections between the traditional skills of songwriting and the international pop chart.  
*Restriction: MUSIC 184, POPMUS 107*

**MUS 190** **Special Topic** **10 Points**

A Music project as approved by the Head of Department.

*Prerequisite: Departmental approval*

**MUS 191** **Special Study** **10 Points**

Individual programme of study selected in consultation with staff members and approved by Head of Department.

*Prerequisite: Departmental approval*

**Stage II**

**MUS 201** **Materials of Music 3** **15 Points**

Continuation of work begun in MUS 101 and 102 in the development of music theory and aural perception skills necessary to be an effective musician, including the study of harmony and analysis, and aural skills and musicianship, including a choral performance project.

*Prerequisite: MUS 102; or MUSIC 102 and MUSIC 103; or MUSIC 105 and MUSIC 107*

*Restriction: MUSIC 200, 201, 202*

**MUS 202** **Materials of Music 4** **15 Points**

Continuation of work begun in MUS 201, including the study of harmony and analysis, aural skills and musicianship.

*Prerequisite: MUS 201*

*Restriction: MUSIC 200*

**MUS 206** **Conducting** **15 Points**

This course continues on from year one and introduces baton technique, rehearsal planning and management, and advanced score preparation. Classical symphonies make up the repertoire for score preparation and some of the practical examples.

*Prerequisite: MUS 106 or MUSIC 106 and Departmental approval*

*Restriction: MUSIC 206*

**MUS 210** **Instrumental and Vocal Composition 1** **15 Points**

The composition of works for a wide variety of acoustic instruments in conjunction with a study of short pieces. Expansion of technique and realisation of performances.

*Prerequisite: MUS 111 or MUSIC 111 and Departmental approval*

*Corequisite: MUS 214*

**MUS 211** **Instrumental and Vocal Composition 2** **15 Points**

Continuation of work undertaken in MUS 210.

*Prerequisite: MUS 210 or MUSIC 210 and Departmental approval*

**MUS 212** **Composing for Film** **15 Points**

A survey of film composition techniques in conjunction with a study of important works from the domain. Topics include: an introduction to the use of studio resources, effective instrumental/orchestral scoring, film narrative and characterisation, psychoacoustics,

electroacoustic music in film contexts, and critical perspectives and writing about film music.

*Prerequisite: MUS 111 or 181 or MUSIC 111 or 181 or Departmental approval*

**MUS 213** **Composing Church Music** **15 Points**

A survey of practical techniques relating to the composition of music for the contemporary Christian church. Topics include: the influence of music and creative arts in the contemporary church, exploration of the spectrum of music leadership roles within the contemporary church, the vocational craft of composing music for the contemporary church, and critical perspectives and writing about church music.

*Prerequisite: MUS 111 or 181 or MUSIC 111 or 181 or Departmental approval*

**MUS 214** **Orchestration 1** **15 Points**

Technical aspects of writing for instruments in various ensembles with a primary focus on the orchestra; problems of scoring and arranging for ensembles of various sizes. Emphasis is on practical examples and use of performers within the group wherever possible.

*Prerequisite: MUS 102, or MUSIC 102 and 103, or MUSIC 105 and 107 and Departmental approval*

*Restriction: MUSIC 214*

**MUS 215** **Electroacoustic Music Studies 1** **15 Points**

A study of a wide range of expert-domain literature and repertoire including seminal writings from the pioneers of the sound-based music movement, recent articles from world-leading composer-researchers, and studies of significant works from the early twentieth century to the present day. Topics include: the creative process, aspects of language relating to acousmatic, and live genres, and electroacoustic music analysis.

*Prerequisite: MUS 102, or MUSIC 102 and 103, or MUSIC 105 and 107 and Departmental approval*

**MUS 216** **Sonic Arts 1** **15 Points**

The composition of works for a both live and acousmatic genres supported by relevant technical studies. Emphasis is placed on the development of students' individual creative processes and on the performance of sonic artworks.

*Prerequisite: MUS 111 or MUSIC 111 and Departmental approval*

*Restriction: MUSIC 216*

**MUS 217** **Sonic Arts 2** **15 Points**

A continuation and expansion of work begun in MUS 216 Sonic Arts 1.

*Prerequisite: MUS 216 or MUSIC 216 and Departmental approval*

*Restriction: MUSIC 217*

**MUS 219** **Sound Recording and Production 1** **15 Points**

A survey of sound recording and production techniques supported by practical studio-based exercises. Topics include: microphone types, patterns, and configurations; vocal and instrumental recording; band and ensemble recording; synthesis; postproduction techniques; and mastering. Coordination with performers both within and outside the class is important.

*Prerequisite: MUS 119 or MUSIC 109 or POPMUS 103 or MUSIC 183 or Departmental approval*

*Restriction: MUSIC 209, 283*

**MUS 220** **Performance 3** **15 Points**  
Further performance work, involving weekly individual lessons and performance classes. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).  
*Prerequisite:* MUS 121 or MUSIC 121 or MUSIC 124 or MUSIC 125 or MUSIC 128  
*Restriction:* MUSIC 220, 224, 225, 228, 229

**MUS 221** **Performance 4** **15 Points**  
Continuation of work undertaken in MUS 220. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).  
*Prerequisite:* MUS 220 or MUSIC 220  
*Restriction:* MUSIC 221, 224, 225, 228, 229

**MUS 222** **Performance Skills 2** **15 Points**  
Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.  
*Prerequisite:* MUS 122 or MUSIC 120 and 121 and Departmental approval  
*Corequisite:* MUS 220 or MUS 221

**MUS 223** **Performance Skills 3** **15 Points**  
Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.  
*Prerequisite:* MUS 122 or MUSIC 120 and 121 and Departmental approval  
*Corequisite:* MUS 220 or MUS 221

**MUS 224** **Elements of Performance Practice** **15 Points**  
A survey of aspects of performance practice of music from the eighteenth century to the present day. The course will enable students to develop instrument and genre specific knowledge that will enhance their ability to approach performance on their own instrument with stylistic awareness and knowledge of specific techniques, including contemporary techniques where relevant. Required for students in the performance major.  
*Prerequisite:* MUS 140 or MUSIC 144  
*Restriction:* MUSIC 251

**MUS 227** **Music Project 2** **15 Points**  
Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.  
*Prerequisite:* Departmental approval

**MUS 240** **History, Music and Ideas** **15 Points**  
Case studies in historically-specific musical phenomena that engage music and significant strains of cultural influence. The emphasis is on Western music and culture.  
*Prerequisite:* MUS 102 and 140, or MUSIC 105 and 107 and 144

**MUS 241** **Contemporary Music Culture** **15 Points**  
Case studies in significant issues and developments within contemporary musical culture.  
*Prerequisite:* MUS 102 and 140, or MUSIC 105 and 107 and 144

**MUS 258** **Special Topic** **15 Points**  
*Prerequisite:* 30 points at Stage I in Music

**MUS 259** **Special Topic** **15 Points**  
*Prerequisite:* 30 points at Stage I in Music

**MUS 260** **Critical Studies in Music Education** **15 Points**  
An exploration of critical and creative ideas related to the learning and teaching of music. The emphasis is on discovering theoretical, developmental and practical knowledge that enhances the music learning experience. An inquiry approach is taken where students study both set topics and chosen topics of interest.  
*Prerequisite:* MUS 160 or MUSED 160  
*Restriction:* MUSED 260

**MUS 261** **Practical Pedagogy** **15 Points**  
A practical introduction to music pedagogy through audiation, singing and/or beginner instrumental and ensemble learning. Various pedagogical aspects are considered: planning and lesson design, repertoire, teaching methods and strategies, aural and technical development, learner attributes, and assessment and evaluation.  
*Prerequisite:* MUS 160 or MUSED 160 or Departmental approval

**MUS 270** **Jazz Performance 3** **15 Points**  
The development of instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.  
*Prerequisite:* MUS 171 or JAZZ 102 and 108 or 131  
*Restriction:* JAZZ 201, 207

**MUS 271** **Jazz Performance 4** **15 Points**  
Continuation of the work undertaken in MUS 270.  
*Prerequisite:* MUS 270 or JAZZ 201 and 207  
*Restriction:* JAZZ 202, 208

**MUS 272** **Jazz Ensembles 3** **15 Points**  
The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles. Students are placed by audition into a small group combo and a large group.  
*Prerequisite:* MUS 173 or JAZZ 112  
*Corequisite:* MUS 270  
*Restriction:* JAZZ 211

**MUS 273** **Jazz Ensembles 4** **15 Points**  
Continuation of the work undertaken in MUS 272.  
*Prerequisite:* MUS 272 or JAZZ 211  
*Restriction:* JAZZ 212

<b>MUS 274</b> 15 Points <b>Jazz Theory 3</b> 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. <i>Prerequisite:</i> MUS 175 or JAZZ 105 or MUSIC 101 <i>Restriction:</i> JAZZ 203	<b>MUS 285</b> 15 Points <b>Popular Music Analysis</b> Musical analysis in the popular music idiom. Techniques of deconstructing music and text from a variety of musical styles in order to identify significant characteristics or trends in composition and lyric writing. A central focus of this study will be the interaction of composition, arrangement, text and instrumentation. <i>Prerequisite:</i> MUS 284 or MUSIC 289 <i>Restriction:</i> MUSIC 287, POPMUS 207
<b>MUS 275</b> 15 Points <b>Jazz Composition and Arranging 1</b> 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. <i>Prerequisite:</i> MUS 274 or JAZZ 203 <i>Restriction:</i> JAZZ 206	<b>MUS 286</b> 15 Points <b>Music Industry Studies Project</b> An in-depth examination and discussion of the popular music industry focusing on areas pertinent to creative practitioners. Students will explore and analyse issues surrounding self-management, record labels, the World Wide Web, media, legal issues, copyright, promotion and artist management. Students will devise and plan a creative project including a project management plan. <i>Prerequisite:</i> MUS 281 or MUSIC 182 or POPMUS 102 or Departmental approval <i>Restriction:</i> MUSIC 282
<b>MUS 277</b> 15 Points <b>Jazz Project 2</b> Participation and development of pertinent skills towards the completion of a collaborative jazz music project. <i>Prerequisite:</i> Departmental approval	<b>MUS 290</b> 10 Points <b>Special Topic</b> A Music project as approved by the Head of Department. <i>Prerequisite:</i> Departmental approval
<b>MUS 280</b> 15 Points <b>Creative Practice in Popular Music 3</b> Specific exploration and the continued development of ideas and processes in the creation and presentation of popular music through workshops, seminars, group discussion. Students will write songs, compose, complete arrangement exercises and present aspects of their coursework in live performance. <i>Prerequisite:</i> MUS 181 or MUSIC 181 or POPMUS 101 <i>Restriction:</i> MUSIC 280 or POPMUS 200	<b>MUS 291</b> 10 Points <b>Special Study</b> Individual programme of study selected in consultation with staff members and approved by Head of Department. <i>Prerequisite:</i> Departmental approval
<b>MUS 281</b> 15 Points <b>Creative Practice in Popular Music 4</b> Continuation of work undertaken in MUS 280. <i>Prerequisite:</i> MUS 280 or MUSIC 280 or POPMUS 200 <i>Restriction:</i> MUSIC 281 or POPMUS 201	<b>MUS 292</b> 5 Points <b>Special Study</b> Individual programme of study based on the professional application of a practical music skill. <i>Prerequisite:</i> Departmental approval
<b>MUS 282</b> 15 Points <b>Popular Music Performance Skills 3</b> Further development of instrumental and vocal technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. In addition, students will develop skills in improvisation, transcription and sight-reading. This course prepares students who major in Popular Music with 1:1 instrumental tuition and group based ensemble classes. <i>Prerequisite:</i> MUS 183 or JAZZ 132 or MUSIC 124 <i>Restriction:</i> JAZZ 231	<hr/> <b>Stage III</b> <b>MUS 306</b> 15 Points <b>Conducting</b> Conducting at Stage III assumes a level of competency in gesture and baton technique. This course gives students the opportunity to engage with a variety of ensemble situations both instrumental and choral/vocal; keyboard and voice, large choral ensemble, recitative and aria, and instrumental ensemble. There is a modest keyboard component that works on the skills needed for score preparation and rehearsals. <i>Prerequisite:</i> MUS 206 or MUSIC 206 and Departmental approval <i>Restriction:</i> MUSIC 306
<b>MUS 283</b> 15 Points <b>Popular Music Performance Skills 4</b> Continuation of the work undertaken in MUS 282. <i>Prerequisite:</i> MUS 282 or JAZZ 231 <i>Restriction:</i> JAZZ 232	<b>MUS 307</b> 15 Points <b>Choral Techniques</b> Provides students with an introduction to the choral techniques that a choral conductor will need in the profession. These include: keyboard score-reading skills, the vocal mechanism and pedagogy, IPA, the elements of good rehearsal practice and an overview of choral repertoire. <i>Prerequisite:</i> MUS 306 or MUSIC 306 and Departmental approval



**MUS 310** **Instrumental and Vocal Composition 3** **15 Points**  
 Composing for various instrumental and vocal resources; computer notation; study of major twentieth century composers and their methods.  
*Prerequisite:* MUS 210 or 211, or MUSIC 210 or 211  
*Corequisite:* MUS 314  
*Restriction:* MUSIC 310

**MUS 311** **Instrumental and Vocal Composition 4** **15 Points**  
 Continuation of work undertaken in MUS 310, including a substantial chamber work.  
*Prerequisite:* MUS 310 or MUSIC 310  
*Corequisite:* MUS 214 or MUS 314  
*Restriction:* MUSIC 311

**MUS 312** **Practice-led Research Project** **15 Points**  
 Individually negotiated practice-led research projects supported by studies in scholarly approaches to composing. Research findings will be presented through aspects of creative works that make themselves apparent during the listening process, and supported through retrospective logical enquiry. Reports will contain both extracts of creative work and written submissions.  
*Prerequisite:* MUS 211 or 217, MUSIC 211 or 217

**MUS 313** **Sound Design** **15 Points**  
 A survey of sound design techniques supported by practical studio-based exercises. Topics include: automatic dialogue replacement (ADR), sound effects recording (Foley), soundscape recording, three-dimensional sound modelling, computer-generated music, and psychoacoustics.  
*Prerequisite:* MUS 216 or 219, or MUSIC 209 or 216 or 283 or POPMUS 203

**MUS 314** **Orchestration 2** **15 Points**  
 A continuation and expansion of the topics addressed in MUS 214. Relationships to acoustics, synthesis applications and educational implications will also be explored. Students are expected to develop their familiarity with concert repertoire.  
*Prerequisite:* MUS 214 or MUSIC 214  
*Restriction:* MUSIC 215

**MUS 315** **Electroacoustic Music Studies 2** **15 Points**  
 A continuation and expansion of the topics addressed in MUS 215. Examination of expert-domain literature and repertoire is broadened to include: multichannel acousmatic electroacoustic music (EAM), performance-based EAM (with live electronics and/or acoustic instruments and/or dance), EAM with moving images, and interactive installation/sonic sculpture.  
*Prerequisite:* MUS 215

**MUS 316** **Sonic Arts 3** **15 Points**  
 The composition of works for a wide variety of genres including: multichannel acousmatic music, performance-based sonic art (with live electronics and/or acoustic instruments and/or dance), electroacoustic music with moving images, and interactive installation/sonic sculpture. The development of creative work will be supported by relevant technical studies and facilitation of students' individual creative processes.  
*Prerequisite:* MUS 217 or MUSIC 217

**MUS 317** **Sonic Arts 4** **15 Points**  
 A continuation and expansion of the work undertaken in MUS 316. The end-of-semester folio will include a substantial work from one of the specialist genres studied.  
*Prerequisite:* MUS 316

**MUS 318** **Sound Recording and Production 2** **15 Points**  
 Instruction in the use of the School of Music's professional-level recording studios supported by practical exercises in popular music production. Topics include: vocal, guitar, and drum recording; synthesis; industry-standard postproduction techniques; and mastering. Coursework will require coordination with performers both within and outside the class.  
*Prerequisite:* MUS 219, or MUSIC 209 or POPMUS 203  
*Restriction:* MUSIC 383, POPMUS 303

**MUS 319** **Sound Recording and Production 3** **15 Points**  
 A continuation and expansion of the topics addressed in MUS 318 including group projects that concentrate on the production of a popular music 'single'. Coursework will require coordination with performers both within and outside the class.  
*Prerequisite:* MUS 318

**MUS 320** **Performance 5** **15 Points**  
 Further performance work, involving weekly individual lessons and performance classes. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).  
*Prerequisite:* MUS 221 or MUSIC 221 or MUSIC 225 or MUSIC 228  
*Restriction:* MUSIC 320, 328, 329

**MUS 321** **Performance 6** **15 Points**  
 Continuation of work undertaken in MUS 320.  
*Prerequisite:* MUS 320 or MUSIC 320

**MUS 322** **Performance Skills 4** **15 Points**  
 Further development of a wide range of performance skills beyond those gained in the instrumental/vocal studio, including ensemble techniques, conducting, languages for singers, pedagogy, orchestral audition skills, second instrument study, musicians' health.  
*Prerequisite:* MUS 223 or MUSIC 220 and 221 and Departmental approval  
*Corequisite:* MUS 320 or 321

**MUS 323** **Performance Skills 5** **15 Points**  
 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 or MUSIC 220 and 221 and Departmental approval  
*Corequisite:* MUS 320 or 321

**MUS 324** **Advanced Studies in Performance Practice** **15 Points**  
 Studies in aspects of historical performance practice, using eighteenth century treatises as well as secondary sources. Exploration of topics including rhetoric, gesture, baroque dance, ornamentation and

articulation patterns. Study of an historic instrument may be available as an elective within this course.

*Prerequisite:* MUS 224 or MUS 220 and 221 or MUSIC 220 and 221

*Restriction:* MUSIC 351

### **MUS 327** **Music Project 3** **15 Points**

Participation in a collaborative performance project involving any of the following: small instrumental and/or vocal ensemble, choir, orchestra.

*Prerequisite:* Departmental approval

### **MUS 340** **Sound, Style and Syntax** **15 Points**

A follow-on course from MUS 202, which focuses on more complex and in-depth analysis of repertoire from the eighteenth to the twenty-first centuries.

*Prerequisite:* MUS 140, MUS 202 or MUSIC 200

*Restriction:* MUSIC 301

### **MUS 341** **Topic in Musicology** **15 Points**

A seminar-based course dealing with a specific area of research in Western music history.

*Prerequisite:* MUS 202 and 240 and 241 or 15 points from MUSIC 241–247

### **MUS 342** **Analytical Methods** **15 Points**

A study of repertoire focusing on the deployment of specific analytical techniques and working methods, such as voice-leading analysis, schemata, topics, metrical analysis or form-function analysis.

*Prerequisite:* MUS 140 and MUS 202 or MUSIC 200

*Restriction:* MUSIC 302

### **MUS 355** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in Music

### **MUS 356** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in Music

### **MUS 357** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in Music

### **MUS 358** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in Music

### **MUS 359** **Special Topic** **15 Points**

*Prerequisite:* 30 points at Stage II in Music

### **MUS 360** **Music Education Research** **15 Points**

Current research in the practice and theory of music education and an introduction to music education research methodologies. Students undertake fieldwork in a music education related area.

*Prerequisite:* MUS 260 or 261 or MUSED 260 or 261

*Restriction:* MUSED 360

### **MUS 361** **Practical Pedagogy Project** **15 Points**

Pedagogical knowledge and skills for musicians considering practical music teaching as part of their portfolio career. Students undertake a practical music teaching project. Note: specific teaching contexts depend on teacher availability.

*Prerequisite:* MUS 261 or MUSED 261 or Departmental approval

### **MUS 370** **15 Points**

#### **Jazz Performance 5**

The development of advanced instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.

*Prerequisite:* MUS 271 or JAZZ 202 and JAZZ 208 or 231

*Restriction:* JAZZ 301, 307

### **MUS 371** **15 Points**

#### **Jazz Performance 6**

Continuation of the work undertaken in MUS 370 along with ensemble performances. Students prepare for a 50-minute public recital of their original arrangements, compositions and improvisations.

*Prerequisite:* MUS 370 or JAZZ 301 and 307

*Restriction:* JAZZ 302, 308

### **MUS 372** **15 Points**

#### **Jazz Ensembles 5**

The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles. Students are placed by audition into a small group combo and a large group.

*Prerequisite:* MUS 273 or JAZZ 212

*Restriction:* JAZZ 312

### **MUS 375** **15 Points**

#### **Jazz Composition and Arranging 2**

Composition and arranging in the jazz 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 or JAZZ 206

*Restriction:* JAZZ 306

### **MUS 376** **15 Points**

#### **Jazz Research**

The preparation and presentation of essays and practical seminars on a performer or period of stylistic development related to principal instrument or major study.

*Corequisite:* MUS 370 or MUS 371

*Restriction:* JAZZ 313

### **MUS 377** **15 Points**

#### **Jazz Project**

Participation and development of pertinent skills towards the completion of a collaborative jazz music project.

*Prerequisite:* Departmental approval

### **MUS 380** **15 Points**

#### **Creative Practice in Popular Music 5**

More advanced exploration and the continued development of ideas and processes in the creation and presentation of popular music through workshops, seminars, and group discussion. Students will write songs, compose, complete arrangement exercises and present aspects of their coursework in live performance.

*Prerequisite:* MUS 281 or MUSIC 281 or POPMUS 201

*Restriction:* POPMUS 300, MUSIC 380

### **MUS 381** **15 Points**

#### **Creative Practice in Popular Music 6**

Continuation of work undertaken in MUS 380.

*Prerequisite:* MUS 380 or MUSIC 380 or POPMUS 300

*Restriction:* POPMUS 301, MUSIC 381



**MUS 382 15 Points****Popular Music Performance Skills 5**

More advanced development of instrumental and vocal technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. In addition, students will develop skills in improvisation, transcription and sight-reading. This course prepares students who major in Popular Music with 1:1 instrumental or vocal tuition and group based ensemble classes.

*Prerequisite:* MUS 283 or JAZZ 232 or MUSIC 224

*Restriction:* JAZZ 331

**MUS 383 15 Points****Popular Music Performance Topic**

Continuation of the work undertaken in MUS 382 with further emphasis on ensemble practice and performance and arrangement skills.

*Prerequisite:* MUS 382 or JAZZ 231

*Restriction:* JAZZ 332

**MUS 388 15 Points****Invasion to Anarchy**

Traces musical developments in British rock music from 1965-77, with a focus on images of American music reinterpreted by British writers and performers. Key British Invasion bands and the transformations of pop-inflected rock of the mid-sixties into late sixties rock, heavy metal, psychedelic rock, glam and punk.

*Prerequisite:* At least 30 points in Stage II Music courses from the BMus Schedule or ANTHRO 202, 216, 217, 225 or 234

*Restriction:* MUSIC 385, POPMUS 305

**MUS 389 15 Points****Topics in Popular Music Studies**

Selected topics that address key issues informing the creation and performance of Popular Music and its reception.

*Prerequisite:* 185 points passed

**MUS 390 10 Points****Special Topic**

A Music study project as approved by the Head of Department.

*Prerequisite:* Departmental approval

**MUS 391 10 Points****Special Study**

Individual programme of study selected in consultation with staff members and approved by Head of Department.

*Prerequisite:* Departmental approval

**Diploma Courses****MUS 620A 30 Points****MUS 620B 30 Points****Performance Studies and Recital**

Advanced work in all aspects of solo performance. Relevant ensemble work, including orchestral rehearsals and performance, may be required. Preparation for and performance of a public recital.

*Prerequisite:* At least a B- grade in MUS 321 or MUSIC 321 and Departmental approval

*To complete this course students must enrol in MUS 620 A and B*

**Postgraduate 700 Level Courses****MUS 701 15 Points****Advanced Analysis**

This course develops advanced analytical research skills, focusing on one or more specific repertoires and/or analytical techniques (such as voice-leading analysis, schemata, topics, set theory, metrical analysis or form-functional analysis).

*Prerequisite:* MUS 340 or 342 or MUSIC 301

*Restriction:* MUSIC 701

**MUS 710A 15 Points****MUS 710B 15 Points****Instrumental and Vocal Composition Research Portfolio**

A folio of compositions for a wide range of media, voices, and instruments.

*Prerequisite:* MUS 311 or MUSIC 311 or Departmental approval

*Restriction:* MUSIC 710

*To complete this course students must enrol in MUS 710 A and B*

**MUS 714A 15 Points****MUS 714B 15 Points****Advanced Orchestration**

Orchestration and instrumentation in the twentieth century, including contemporary instrumental and vocal techniques, with practical scoring exercises.

*Prerequisite:* MUS 314 or MUSIC 215 or Departmental approval

*Restriction:* MUSIC 714

*To complete this course students must enrol in MUS 714 A and B*

**MUS 715A 15 Points****MUS 715B 15 Points****Advanced Electroacoustic Music Studies**

Examination of a range of expert-domain literature and repertoire with a focus on advanced methods of electroacoustic music analysis and practice-led research. The end-of-year written submission should be of a scholarly standard suitable for submission to international conferences.

*Prerequisite:* MUS 315 or Departmental approval

*Restriction:* MUSIC 715

*To complete this course students must enrol in MUS 715 A and B*

**MUS 716A 15 Points****MUS 716B 15 Points****Sonic Arts Research Portfolio**

The composition of works for a wide variety of sonic arts genres. The end-of-year folio will contain a substantial work demonstrating the student's understanding of large-scale form.

*Prerequisite:* MUS 317 or MUSIC 317 or Departmental approval

*Restriction:* MUSIC 715

*To complete this course students must enrol in MUS 716 A and B*

**MUS 720 30 Points****Performance Research I**

Creative research in aspects of solo performance. Relevant ensemble work, including orchestral rehearsals and performance, may be required.

*Prerequisite:* MUS 321 or 307 or MUSIC 321 or Departmental approval

*Restriction:* MUSIC 720, 722, 723, 728

<b>MUS 721</b>	<b>30 Points</b>	<b>MUS 742</b>	<b>30 Points</b>
<b>Performance Research II</b>		<b>Independent Music Research</b>	
Continuation of the creative research undertaken in MUS 720.		An independent course of music research.	
<i>Prerequisite: MUS 720 or MUSIC 720</i>		<i>Prerequisite: Departmental approval</i>	
<i>Restriction: MUSIC 721</i>			
<b>MUS 722</b>	<b>15 Points</b>	<b>MUS 748</b>	<b>15 Points</b>
<b>Chamber Music Research I</b>		<b>Choral Repertoire and Pedagogy</b>	
Advanced work in the field of chamber music and ensemble playing.		An overview of choral literature and the pedagogical skills to bring the discipline to the rehearsal room and the concert platform. The course includes analysis, score preparation and attendance at rehearsals/performances of community, tertiary and secondary ensembles.	
<i>Corequisite: MUS 720 or 721</i>		<i>Prerequisite: MUS 206 or MUSIC 206</i>	
<i>Restriction: MUSIC 738</i>		<i>Restriction: MUSIC 348</i>	
<b>MUS 723</b>	<b>15 Points</b>	<b>MUS 752</b>	<b>15 Points</b>
<b>Chamber Music Research II</b>		<b>Research Project</b>	
Advanced work in the field of chamber music and ensemble playing.		<i>Prerequisite: Departmental approval</i>	
<i>Corequisite: MUS 720 or 721</i>			
<i>Restriction: MUSIC 739</i>		<b>MUS 753</b>	<b>15 Points</b>
<b>MUS 724</b>	<b>30 Points</b>	<b>Research Project</b>	
<b>Performance Pedagogy I</b>		<i>Prerequisite: Departmental approval</i>	
The study of instrumental technique, repertoire and aspects of pedagogy for studio teaching.		<b>MUS 754</b>	<b>15 Points</b>
<i>Prerequisite: MUS 321, 323 or Departmental approval</i>		<b>Special Topic</b>	
<i>Prerequisite: MUS 321, 323 or Departmental approval</i>		<i>Prerequisite: Departmental approval</i>	
<b>MUS 725</b>	<b>30 Points</b>	<b>MUS 755</b>	<b>15 Points</b>
<b>Performance Pedagogy II</b>		<b>Special Topic</b>	
The study of instrumental technique, repertoire and aspects of pedagogy for studio teaching.		<i>Prerequisite: Departmental approval</i>	
<i>Prerequisite: MUS 724</i>		<b>MUS 756</b>	<b>15 Points</b>
<b>MUS 726</b>	<b>15 Points</b>	<b>Special Topic</b>	
<b>Aspects of Performance Practice</b>		<i>Prerequisite: Departmental approval</i>	
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.		<b>MUS 757</b>	<b>15 Points</b>
<i>Prerequisite: MUS 224 or 324 or MUSIC 251 or 351 or Departmental approval</i>		<b>Special Topic</b>	
<i>Restriction: MUSIC 751</i>		<i>Prerequisite: Departmental approval</i>	
<b>MUS 740</b>	<b>15 Points</b>	<b>MUS 758</b>	<b>15 Points</b>
<b>Concepts and Methods in Historical Musicology</b>		<b>Special Topic</b>	
An overview of the discipline of historical musicology: its principal concepts and associated methods of research. Students consider key texts from the scholarly literature and design an individual research project related to their research interests and experience. This course also helps to develop advanced writing skills.		<i>Prerequisite: Departmental approval</i>	
<i>Prerequisite: MUS 340 or 342, 341 or Departmental approval</i>		<b>MUS 759</b>	<b>15 Points</b>
<i>Restriction: MUSIC 750</i>		<b>Special Topic</b>	
<b>MUS 741</b>	<b>15 Points</b>	<i>Prerequisite: Departmental approval</i>	
<b>Concepts and Methods in Practical Music Research</b>		<b>MUS 760</b>	<b>15 Points</b>
An overview of concepts and methods for practical, creative and music education research. Students investigate different forms of creative and qualitative research, surveys, action research and practice-led research, and design an individual music research topic of interest. (Suitable for Music Education/Studio Pedagogy majors as well as students from Classical Performance, Composition, Jazz Performance and Popular Music majors with an interest in practical research).		<b>Themes in Music Education Research</b>	
<i>Prerequisite: Departmental approval</i>		A survey of recent Music Education research themes, topics and findings, along with implications and applications for teaching practice and music learning.	
		<i>Prerequisite: 15 points at Stage III in Music Education or Departmental approval</i>	
		<b>MUS 761</b>	<b>15 Points</b>
		<b>Studio Pedagogy and Research</b>	
		The study of practical concepts and research for studio pedagogy in selected contexts from vocal, instrumental, composition, jazz and popular music learning. Explorations of teaching practices, repertoire, concept/skill/technical development, lesson design and pedagogical research.	
		<i>Prerequisite: 15 points at Stage III in Music Education or MUS 323 or Departmental approval</i>	
		<b>MUS 770</b>	<b>30 Points</b>
		<b>Jazz Performance Research I</b>	
		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.	
		<i>Prerequisite: MUS 371 or JAZZ 302</i>	

<b>MUS 771</b> <b>Jazz Performance Research II</b> A continuation of the work undertaken in MUS 770. <i>Prerequisite: MUS 770</i>	<b>30 Points</b>
<b>MUS 772</b> <b>Jazz Composition and Arranging I</b> 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. <i>Prerequisite: MUS 376 or JAZZ 306</i>	<b>15 Points</b>
<b>MUS 773</b> <b>Jazz Composition and Arranging II</b> A continuation of work undertaken in MUS 772 for a variety of ensembles. <i>Prerequisite: MUS 772</i>	<b>15 Points</b>
<b>MUS 774</b> <b>Jazz Collaborative Project</b> 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. <i>Prerequisite: MUS 376 or JAZZ 306, and MUS 371 or JAZZ 302</i>	<b>15 Points</b>
<b>MUS 780</b> <b>Popular Music Composition Research Portfolio I</b> 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. <i>Prerequisite: MUS 381 or Departmental approval</i>	<b>30 Points</b>
<b>MUS 781</b> <b>Popular Music Composition Research Portfolio II</b> A continuation of the work undertaken in MUS 780. Students compose a significant body of new songs and compositions, and produce a research portfolio of recordings and scores of these works. <i>Prerequisite: MUS 780</i>	<b>30 Points</b>
<b>MUS 782</b> <b>Popular Music Performance Research I</b> Practical research in instrumental technique leading to the development of advanced performance skills relevant to the student's personal approach to composition and songwriting. Students prepare a recital reflecting the technical research undertaken in the semester. Students engage with practice through ensemble and 1:1 instruction. <i>Prerequisite: MUS 382 or 383 or Departmental approval</i>	<b>15 Points</b>
<b>MUS 783</b> <b>Popular Music Performance Research II</b> A continuation of the work undertaken in MUS 782. Students prepare a recital reflecting the technical research undertaken in the semester. Students engage with practice through ensemble and 1:1 instruction. <i>Prerequisite: MUS 782</i>	<b>15 Points</b>
<b>MUS 784</b> <b>Popular Music Arranging and Instrumentation</b> Popular music instrumentation and arranging for mixed ensembles. Through the analysis and study of	<b>15 Points</b>

advanced composition and orchestration techniques, students produce original material for a recorded research portfolio. Students are required to step outside the confines of the traditional popular music band ensemble and arrange for a much wider mix of instruments.

*Prerequisite: MUS 381 or Departmental approval*

**MUS 790A** **15 Points**

**MUS 790B** **15 Points**

#### **Dissertation**

*Prerequisite: Departmental approval*

*Restriction: MUSIC 789*

*To complete this course students must enrol in MUS 790 A and B*

**MUS 792A** **60 Points**

**MUS 792B** **60 Points**

#### **Performance Research**

Performance Ensemble – Presentation of at least one of the following: a concerto or similar work with orchestra; a lecture recital; a chamber work; such other work as has been approved by the Head of Music. Recital – A concert recital in an approved instrument or voice.

*Prerequisite: MUS 721 or MUSIC 721, or MUSIC 722 and 723, or MUSIC 728*

*To complete this course students must enrol in MUS 792 A and B*

**MUS 795A** **60 Points**

**MUS 795B** **60 Points**

#### **Composition Research Portfolio**

*Prerequisite: MUS 710 or MUSIC 710*

*To complete this course students must enrol in MUS 795 A and B*

**MUS 796A** **60 Points**

**MUS 796B** **60 Points**

#### **Thesis**

*Prerequisite: MUS 740 or 741 or MUSIC 750*

*To complete this course students must enrol in MUS 796 A and B*

**MUS 797A** **60 Points**

**MUS 797B** **60 Points**

#### **Research Portfolio**

*To complete this course students must enrol in MUS 797 A and B*

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## **Performing Arts**

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### **Postgraduate 700 Level Courses**

**PERFORM 720A** **15 Points**

**PERFORM 720B** **15 Points**

#### **Special Topic**

*To complete this course students must enrol in PERFORM 720 A and B*

**PERFORM 721A** **15 Points**

**PERFORM 721B** **15 Points**

#### **Special Topic**

*To complete this course students must enrol in PERFORM 721 A and B*

**PERFORM 725** **15 Points**

#### **Special Topic**

**PERFORM 726** **15 Points**

#### **Special Topic**



## Planning

### Stage I

**PLANNING 100** 15 Points

**PLANNING 100G** 15 Points

#### **Creative Communities: An Introduction to Planning**

The evolution of modern planning as an intellectual and professional movement.

**PLANNING 101** 15 Points

#### **Institutional Framework for Planning**

An introduction to institutional structures, legal institutions and reasoning. The political context of local and national government.

**PLANNING 102** 15 Points

#### **Social and Economic Framework for Planning**

The interactions of economic systems and communities. Equity and the allocation of resources.

**PLANNING 103** 15 Points

#### **Environmental Context of Planning**

Human responses to the environment and environmental change. An introduction to environmental processes and outcomes.

**PLANNING 122** 30 Points

#### **Planning Studio 1**

Introduction to a basic range of methods and skills for planning through practical applications in a series of projects.

*Restriction: PLANNING 110 and 120*

**PLANNING 123** 30 Points

#### **Planning Studio 2**

The extension of the basic skills to include assessment studies, their graphic representation and the preparation of a planning proposal.

*Prerequisite: PLANNING 122*

*Restriction: PLANNING 111, 121, 230*

### Stage II

**PLANNING 201** 15 Points

#### **Introduction to Planning Legislation**

An introduction to the planning legislation with particular emphasis on resource management.

*Prerequisite: PLANNING 101*

**PLANNING 202** 15 Points

#### **Planning Physical and Social Infrastructure**

The role and provision of physical and social infrastructure in urban and regional planning.

**PLANNING 204** 15 Points

#### **Environmental Planning Issues**

Assessment of the effects of the design and functioning of diverse human activities and developments upon the natural environment.

*Prerequisite: PLANNING 103*

*Restriction: PLANNING 302*

**PLANNING 221** 30 Points

#### **Planning Studio 3**

Planning for community outcomes as provided for in Local Government and Resource Management legislation.

*Prerequisite: 30 points from PLANNING 111, 121, 123, 230*

*Restriction: PLANNING 200, 203*

**PLANNING 222** 30 Points

#### **Planning Studio 4**

The application of policy and plan making theory and

method to the identification of issues, objectives and policies for a selected location.

*Prerequisite: PLANNING 221*

*Restriction: PLANNING 210, 220*

### Stage III

**PLANNING 300** 15 Points

#### **Māori and Resource Management**

Traditional and contemporary relationships between tangata whenua and their environment. Māori perspectives and roles on public policy, planning and development.

**PLANNING 301** 15 Points

#### **Planning and Resource Management Law**

Public law relevant to public and private sector planning. Case studies and the Resource Management Act 1991.

*Prerequisite: PLANNING 201*

**PLANNING 305** 10 Points

#### **Governance and Planning**

Methods and tools for effective urban governance and planning, including those for achieving a high level of coordination and integration in local governance.

*Restriction: PLANNING 310*

**PLANNING 322** 10 Points

#### **Planning Studio 5**

Responding to a planning issue in a diverse society with particular recognition of cultural difference.

*Prerequisite: 30 points from PLANNING 200, 203, 221*

**PLANNING 323** 15 Points

#### **Planning Studio 6**

Community planning project for a nominated area.

*Prerequisite: PLANNING 322 and either 222 or 210 and 220*

**PLANNING 330** 15 Points

#### **Planning for Community and Economic Development**

The theories, policies and practices of community and economic development planning. International and New Zealand case studies are examined.

**PLANNING 331** 15 Points

#### **Special Topic**

**PLANNING 332** 15 Points

#### **Comparative Planning**

A series of international perspectives on tackling the challenges of planning for urban sustainability.

**PLANNING 333** 15 Points

#### **Special Topic**

**PLANNING 334** 15 Points

#### **Special Topic**

**PLANNING 335** 10 Points

#### **Special Topic**

**PLANNING 336** 10 Points

#### **Special Topic**

**PLANNING 337** 10 Points

#### **Special Topic**

**PLANNING 338** 10 Points

#### **Special Topic**

**PLANNING 339** 10 Points

#### **Special Topic**

**PLANNING 340** 15 Points

#### **Special Topic**

**Stage IV**

<b>PLANNING 400</b> <b>Planning Theories and Professional Practice</b>	<b>15 Points</b>
Theoretical approaches concerning the nature, scope and purpose of planning. Professional practice in public and private agencies. The roles and function of planners in society.	
<b>PLANNING 402</b> <b>Gender and Equity in Planning</b>	<b>10 Points</b>
Community and individual attitudes and values towards gender and equity issues, and their significance for planning.	
<b>PLANNING 403</b> <b>Housing</b>	<b>10 Points</b>
Housing policy and practice. Attitudes and values to housing. Housing market critique; structure and functions.	
<b>PLANNING 404</b> <b>Sustainable Development</b>	<b>10 Points</b>
Issues of more sustainable development and their long term application to actual locations and situations. <i>Restriction: PLANNING 401, 433</i>	
<b>PLANNING 405</b> <b>Planning and Urban Design</b>	<b>10 Points</b>
Traditional town development is critiqued and sustainability is considered in settlement design.	
<b>PLANNING 410</b> <b>Research Project</b>	<b>15 Points</b>
An investigation of an issue or technique relevant to planning.	
<b>PLANNING 420</b> <b>Planning Studio 7</b>	<b>20 Points</b>
Project work linked to planning and development of diverse environments. The application of advanced planning methodology to achieve policy objectives. <i>Prerequisite: PLANNING 323 and 434</i>	
<b>PLANNING 434</b> <b>Planning Applications and Methods</b>	<b>10 Points</b>
Considers the planning application process under the Resource Management Act 1991, including the assessment of environmental effects process, with an insight into the rationale for the methods and tools currently used within the land use planning process. <i>Prerequisite: PLANNING 201 and 301</i>	
<b>PLANNING 435</b> <b>Special Topic</b>	<b>10 Points</b>
<b>PLANNING 436</b> <b>Special Topic</b>	<b>10 Points</b>
<b>PLANNING 437</b> <b>Special Topic</b>	<b>10 Points</b>
<b>PLANNING 440</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PLANNING 441</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PLANNING 442</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PLANNING 443</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PLANNING 444</b> <b>Special Topic</b>	<b>15 Points</b>

**Postgraduate 700 Level Courses**

*Note: All 700 level PLANNING courses, except for PLANNING 713, are available only to students currently enrolled in the Master of Planning Practice. PLANNING 713 is available to Master of Urban Planning and Master of Planning Practice students.*

<b>PLANNING 700</b> <b>Planning Theory and Method</b>	<b>15 Points</b>
A comparative exploration of the development of planning theories, concepts and methods in the context of socio-economic and political change. New issues and debates.	
<b>PLANNING 701</b> <b>Advanced Planning and Design</b>	<b>15 Points</b>
The principles and practices of design within the theories and methods of planning.	
<b>PLANNING 702</b> <b>Legal and Institutional Context of Planning</b>	<b>15 Points</b>
An introduction to key statutes and legal concepts for planning and development in New Zealand.	
<b>PLANNING 703</b> <b>Infrastructure and Planning</b>	<b>15 Points</b>
The role of physical and social infrastructure in urban and regional planning. Policies and requirements for the provision of infrastructure. <i>Restriction: PLANNING 714</i>	
<b>PLANNING 704</b> <b>Resource Management and Māori</b>	<b>15 Points</b>
Māori attitudes and values towards the environment and resource management: traditional and contemporary. Tangata whenua views of public policy, planning and development. Institutional critiques.	
<b>PLANNING 705</b> <b>Theories and Practice for the Planning Professional</b>	<b>15 Points</b>
The nature, scope and purpose of planning, relating advanced theoretical and practical perspectives. Professional roles, ethics, functions and practice in the context of public and private agencies.	
<b>PLANNING 707</b> <b>Planning's Response to Gender and Equity Issues</b>	<b>10 Points</b>
The nature and significance of gender and equity issues for planning.	
<b>PLANNING 708</b> <b>Shelter, Housing and Society</b>	<b>10 Points</b>
Policy and practice concerning the need for shelter. Attitudes and values to housing. The structure and function of the housing market.	
<b>PLANNING 709</b> <b>Resource Management and Planning Law</b>	<b>15 Points</b>
Legislation and case law relevant to public and private sector planning, with particular reference to the Resource Management Act 1991 and related statutes.	
<b>PLANNING 711</b> <b>Policy Analysis in Planning</b>	<b>10 Points</b>
Strategic environmental assessment, including the analysis of economic and social implications of policy.	
<b>PLANNING 712</b> <b>Research Project</b>	<b>20 Points</b>
An original investigation of an issue or technique relevant to planning.	
<b>PLANNING 713</b> <b>Sustainable Development</b>	<b>15 Points</b>
The study of futures in the context of more sustainable	



development and their application to actual locations and situations.

**PLANNING 725 15 Points**

**Advanced Planning Studio 3**

*Prerequisite: PLANNING 724*

*Restriction: PLANNING 722*

**PLANNING 731 10 Points**

**Community and Economic Development**

Community development and the initiatives available for action by public, private and non-profit sectors. Case studies of planning for local and regional development.

**PLANNING 760 15 Points**

**Special Topic**

**PLANNING 761 15 Points**

**Special Topic**

**PLANNING 762 15 Points**

**Special Topic**

**PLANNING 763 15 Points**

**Special Topic**

**PLANNING 764 15 Points**

**Special Topic**

**PLANNING 765 15 Points**

**Special Topic**

**PLANNING 766 15 Points**

**Special Topic**

**PLANNING 767 15 Points**

**Special Topic**

**PLANNING 768 15 Points**

**Special Topic**

**PLANNING 769 15 Points**

**Special Topic**

**PLANNING 770 30 Points**

**Case Study Report**

A description and critical analysis of a significant planning issue.

**PLANNING 780 60 Points**

**PLANNING 780A 30 Points**

**PLANNING 780B 30 Points**

**Research Project**

A project involving research in a planning subject. The project may be a design study, a technological or historical investigation, an experimental or theoretical topic, the development of a new planning procedure or the development of a computer package.

*To complete this course students must enrol in PLANNING 780 A and B, or PLANNING 780*

**PLANNING 781A 45 Points**

**PLANNING 781B 45 Points**

**Research Portfolio**

*To complete this course students must enrol in PLANNING 781 A and B*

**PLANNING 797A 60 Points**

**PLANNING 797B 60 Points**

**Thesis**

An original piece of research.

*To complete this course students must enrol in PLANNING 797 A and B*

## Sound Recording and Design

### Postgraduate 700 Level Courses

**SOUND 702 15 Points**

**Live Recording Research and Practice**

The construction of electronic and electro-acoustic systems, microphone design, application and placement; engineering suitable systems for live studio and 'in concert' recording. Particular emphasis on acoustic instruments/ensemble recording.

**SOUND 703 15 Points**

**Physical and Cognitive Sound**

The application of physical acoustic sound properties to the recording process, the physiology and functioning of the ear, aural cognition and human perception, and sound processing as these affect the production and recording process. Audience preferences in live and recorded sound.

**SOUND 706 15 Points**

**Sound Design**

The application of technological music skills to a range of media. The selection, preparation and integration of electronic or electro-acoustic sounds into live drama, video, film, web sites etc, as background music, sound effects or other component parts of multimedia productions or installations. Introduction to aesthetic considerations for sound design and to technological methodologies such as surround format and audio/video synchronisation.

**SOUND 707 15 Points**

**Acoustics for Recording**

Study of the behaviour of sound in an enclosed space. Moves progressively towards research, analysis of design criteria and the engineering of appropriate acoustic environments. The primary focus is on recording studios and control rooms. The practical testing of acoustic spaces and electronic systems is covered, as are certain aspects of budgeting for recording studio construction.

**SOUND 710 15 Points**

**Research in Sound**

Guided research in a topic chosen with approval of the academic supervisor. Assessed work may be academic, technical or creative.

**SOUND 712 15 Points**

**Special Topic**

**SOUND 713 15 Points**

**Special Topic**

**SOUND 715 15 Points**

**Creative Sound Design and Installation**

The creation and application of electronic and electro-acoustic music in multi-media projects and/or installations. The creation of effective sound environments. The collaborative use of sound design to supplement installations in other media and the creation of interactive sound sculptures whether real or virtual.

**SOUND 791A 15 Points**

**SOUND 791B 15 Points**

**Professional Practice and Research**

An audio engineering research course, in which an investigation into professional, technological or industrial issues is conducted through practical experience in a professional/industrial setting.

With approval of the coordinator and subject to availability of suitable placement, this course may include placement and internship in practical settings throughout New Zealand. Professional practice is to be complemented by written work presenting theoretical and technical insights based on the work undertaken. Students considering enrolling for this course must obtain prior departmental approval.

*To complete this course students must enrol in SOUND 791 A and B*

**SOUND 793A** 15 Points  
**SOUND 793B** 15 Points  
**Dissertation**

*To complete this course students must enrol in SOUND 793 A and B*

**SOUND 796A** 60 Points  
**SOUND 796B** 60 Points  
**Thesis**

Academic research project in areas of sound recording or design. Developed in consultation with the academic supervisor and approved by the programme coordinator.

*To complete this course students must enrol in SOUND 796 A and B*

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## Urban Design

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### Postgraduate 700 Level Courses

**URBDES 700** 10 Points  
**Sustainable Development**

A critical exploration of the concepts, principles and indicators of sustainable urban development.

**URBDES 701** 10 Points  
**Urban Development Processes**

An overview of urban development processes in New Zealand and around the world.

**URBDES 702** 15 Points  
**Urban Design Theory and Practice**

The language of urban design, urban analysis, urban history, contemporary theory, international and local practice, allied disciplines, cities in the developing world and pacific urbanism.

*Restriction: ARCHHTC 700*

**URBDES 703** 15 Points  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**URBDES 704** 15 Points  
**Urban Development Processes**

An overview of urban development processes in New Zealand and around the world.

*Restriction: PROPERTY 784, URBDES 701*

**URBDES 705** 15 Points  
**Elective Study**

Topics approved by the Head of School of Architecture and Planning.

**URBDES 710** 30 Points  
**Urban Design Studio 1**

An urban design project involving research related to the analysis and design of the built environment including a written project report.

**URBDES 720** 30 Points

### Urban Design Studio 2

An advanced urban design project involving research related to the analysis and design of the built environment.

**URBDES 730** 30 Points

### Urban Design Research Project

Individual research project in an aspect of urban design theory or practice.

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## Urban Planning

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### 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.

**URBPLAN 711** 15 Points

### Urban Planning Theory

A comparative exploration of urban planning theories and ethics.

*Prerequisite: URBPLAN 701*

**URBPLAN 712** 15 Points

### Sustainable Urbanism

Research into critical and contemporary urban planning issues.

<b>URBPLAN 713</b> <b>Shelter</b> Housing policies and practices. Housing and urban sustainability. <i>Prerequisite: URBPLAN 704</i>	<b>15 Points</b>
<b>URBPLAN 714</b> <b>Urban Planning Methods and Plan Making Studio</b> Urban planning methods and plan making implication and evaluation. Project management.	<b>15 Points</b>
<b>URBPLAN 715</b> <b>Urban Planning Research Dissertation</b> 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. <i>Prerequisite: URBPLAN 701, 705</i>	<b>45 Points</b>
<b>URBPLAN 731</b> <b>Environmental Planning Techniques</b> Technical tools for environmental and ecological assessment. Planning and design and responses. <i>Prerequisite: URBPLAN 703</i>	<b>15 Points</b>
<b>URBPLAN 732</b> <b>Arts, Culture and Heritage Planning</b> The theory and practice of cultural planning with a specific focus on research in the dimension of heritage. <i>Prerequisite: URBPLAN 704</i>	<b>15 Points</b>
<b>URBPLAN 733</b> <b>Sustainable Urban Design Studio</b> Developing advanced urban design techniques to create sustainable urban forms. <i>Prerequisite: URBPLAN 708</i>	<b>15 Points</b>
<b>URBPLAN 734</b> <b>Urban Planning and Governance</b> Public policy, democracy, capacity building and implications of urban planning practice. <i>Prerequisite: URBPLAN 704</i>	<b>15 Points</b>
<b>URBPLAN 735</b> <b>Urban Planning Applications</b> A critical understanding of urban planning implementation and evaluation. <i>Prerequisite: URBPLAN 702</i>	<b>15 Points</b>
<b>URBPLAN 741</b> <b>Special Topic</b>	<b>15 Points</b>
<b>URBPLAN 742</b> <b>Special Topic</b>	<b>15 Points</b>
<b>URBPLAN 743</b> <b>Special Topic</b>	<b>15 Points</b>
<b>URBPLAN 745</b> <b>Special Topic</b>	<b>15 Points</b>
<b>URBPLAN 746</b> <b>Special Topic</b>	<b>15 Points</b>

## Visual Arts

### Stage I

<b>VISARTS 151</b> <b>Contextual Studies 1A</b> An introduction to some key terms used in the discussion of contemporary art and applied media practices. Provides an opportunity to explore the contexts of contemporary creative practices and their	<b>15 Points</b>
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connection to a range of relevant other academic disciplines. The course will be delivered so as to link with students' studio practice and their learning in VISARTS 171.

### VISARTS 152 Contextual Studies 1B

An extension of VISARTS 151 Contextual Studies 1A. Students will be encouraged to investigate critically some of the key concepts used in the discussion of contemporary art and applied media practices. In addition to continuing to provide an introduction to contemporary discourses the course will encourage and enable students to understand such discourses in relation to their own practices.

### VISARTS 161 Drawing 1A

An introduction to different approaches to drawing and their relationship to contemporary practices in art and applied media. Develops skills in visualisation, exploration, interpretation and communication of ideas through drawing in relation to given topics. In addition to traditional and experimental drawing techniques students will be encouraged to explore drawing as a conceptual process.

### VISARTS 162 Drawing 1B

An extension of VISARTS 161 Drawing 1A. The course expands on the exploration and practice of a diverse range of drawing methodologies by focusing on ideas-driven approaches to drawing and their relationship to contemporary art and applied media. In addition to traditional and experimental drawing techniques students will be encouraged to explore drawing as a conceptual process.

### VISARTS 171 Studio 1A

Students will work on a range of activities that will establish the core languages of the study and practice of contemporary practices in art and applied media. These will challenge them progressively to develop their knowledge and skills. Students will cover a range of areas of practice relevant to contemporary art and design with an emphasis on experimentation.

### VISARTS 172 Studio 1B

An extension of VISARTS 171. Students continue to work on a range of activities that establish the core languages of the study and practice of contemporary practices in art and applied media. An independent project with outcomes that build on students' learning during the year is developed. Students develop this project from a conceptual and critical base and with interdisciplinary outcomes.

### Stage II

### VISARTS 251 Contextual Studies 2

Selected topics of relevance to aspects of contemporary practices and theories of visual arts and applied media. Students will be encouraged to investigate those topics critically to develop a fuller understanding of the contexts of contemporary art, applied media and related fields. Encourages and enables students to understand such discourses in relation to their own practices and to recognise contexts of potential connection.

*Prerequisite: VISARTS 151, 152, 161, 162, 171, 172*



**VISARTS 261****15 Points****Drawing 2A**

A programme of drawing study and practice that is oriented toward the development of drawing as an ideas-based and ideas-generating resource for studio outcomes. The course is delivered through directed briefs that give students the opportunity to extend their knowledge and practice of drawing.

*Prerequisite:* VISARTS 151, 152, 161, 162, 171, 172

**VISARTS 262****15 Points****Drawing 2B**

A programme of drawing study and practice that is oriented toward the development and consolidation of drawing as a means of supporting and expanding outcomes in studio practice. The course is delivered through directed briefs that give students the opportunity to extend their knowledge and practice of drawing.

*Prerequisite:* VISARTS 151, 152, 161, 162, 171, 172

**VISARTS 271****10 Points****Studio Practice 2A**

Enables students to develop technical skills in selected areas of studio practice in art and applied media. The course allows for students to develop areas of practice that extend and/or complement their studio practice in VISARTS 273.

*Prerequisite:* VISARTS 151, 152, 161, 162, 171, 172

**VISARTS 272****10 Points****Studio Practice 2B**

Enables students to develop additional technical skills in selected areas of studio practice in art and applied media to those offered in VISARTS 271. The course allows for students to develop areas of practice that extend and/or complement their studio practice in VISARTS 274.

*Prerequisite:* VISARTS 151, 152, 161, 162, 171, 172

**VISARTS 273****20 Points****Studio 2A**

Provides an understanding of contemporary practices in art and applied media relevant to students' developing studio practice interests. Students will engage with current methodologies, ideas and practical issues and become experienced in understanding their interests in a reflexive manner. Consists of the supervised completion of prescribed briefs.

*Prerequisite:* VISARTS 151, 152, 161, 162, 171, 172

**VISARTS 274****20 Points****Studio 2B**

Provides an extended understanding of contemporary practices in art and applied media relevant to students' developing studio practice interests. Students will engage with current methodologies, ideas and practical issues and become more experienced in understanding their interests in an increasingly reflexive manner. Consists of the supervised completion of prescribed briefs with students encouraged to adopt an increasingly independent position.

*Prerequisite:* VISARTS 151, 152, 161, 162, 171, 172

**VISARTS 275****15 Points****Studio Special Topic 2A**

A development of Part I Studio courses in selected fields.

**Stage III****VISARTS 351****15 Points****Contextual Studies 3**

A readings-based programme emphasising a critical engagement with contemporary and historic visual arts, applied media and other relevant theories and ideas. Drawn from a range of textual sources, it encourages students to engage with a variety of texts before enabling them to develop individualised reading programmes that complement their studies in VISARTS 372.

*Prerequisite:* VISARTS 251, 261, 262, 271-274

**VISARTS 361****15 Points****Drawing 3A**

A development of VISARTS 262, students are encouraged to advance media and conceptual skills in drawing relevant to their developing studio interests. Consists of the supervised completion of an extended brief that gives students the opportunity to experiment with and develop drawing and drawing-related outcomes that realise an independent position.

*Prerequisite:* VISARTS 251, 261, 262, 271-274

**VISARTS 362****15 Points****Drawing 3B**

The refinement of media and conceptual skills and knowledge towards the development of an independent drawing practice. Through supported critical supervision in studio, students are encouraged to initiate, develop and realise a body of drawing and drawing-related outcomes. The course develops understandings of appropriate modes of exhibition and/or professional submission of those outcomes.

*Prerequisite:* VISARTS 251, 261, 262, 271-274

**VISARTS 371****30 Points****Studio 3A**

A development of VISARTS 274, students are encouraged to advance media and conceptual skills in art and applied media studios relevant to their studio practice interests. Consists of the supervised completion of an extended brief that gives students the opportunity to develop studio outcomes that realise an independent position.

*Prerequisite:* VISARTS 251, 261, 262, 271-274

**VISARTS 372****30 Points****Studio 3B**

Through supported critical supervision in studio, students are encouraged to initiate, develop and realise a body of studio work that supports the development of an independent studio practice. Develops understandings of appropriate modes of exhibition and/or professional submission of that work. It also encourages students to understand their work in relation to the context of a wider field of contemporary art and applied media practices.

*Prerequisite:* VISARTS 251, 261, 262, 271-274

**VISARTS 373****15 Points****Studio Special Topic 3A**

A development of Part II Studio courses in selected fields.

**Stage IV****VISARTS 471****60 Points****Studio 4A**

Facilitated studio and contextual research project, oriented towards personalised studio outcomes in art and/or applied media. Students are encouraged

to experiment with methodologies and ideas relevant to their field of inquiry in a manner that develops knowledge and skills that establish their independent practice. Establishes a sound understanding of an area or areas of practice and relevant contexts that may be extended in VISARTS 472.

*Prerequisite:* VISARTS 351, 361, 362, 371, 372

**VISARTS 472** 60 Points

**VISARTS 472A** 30 Points

**VISARTS 472B** 30 Points

#### Studio 4B

Facilitated studio and contextual research, oriented to the refinement of technical and conceptual skills and knowledge relevant to the realisation of a coherent outcome or set of outcomes resulting from studio-based independent research. A development of the research project initiated in VISARTS 471, emphasis will be given to the development of presentation strategies appropriate to the exhibition and/or professional submission of the outcomes of studio research.

*Prerequisite:* VISARTS 351, 361, 362, 371, 372, 471

*To complete this course students must enrol in VISARTS 472 A and B, or VISARTS 472*

## Faculty of Education

### Academic Practice

#### Postgraduate 700 Level Courses

**ACADPRAC 701** 30 Points

**ACADPRAC 701A** 15 Points

**ACADPRAC 701B** 15 Points

#### Learning, Teaching and Assessment

Participants will become familiar with theoretically informed scholarly literature on tertiary learning and teaching, including the educational literature of their own disciplines, and they will test pedagogical theory against practice. All assignments and assessments will be integrated as closely as possible with the participants' current teaching activities.

*To complete this course students must enrol in ACADPRAC 701 A and B, or ACADPRAC 701*

**ACADPRAC 702** 15 Points

#### Academic Citizenship and Professionalism

Designed to help academic staff negotiate the apparently conflicting demands of teaching, research and service. Participants will explore the governmental, institutional and disciplinary contexts in which their professional practice takes place, and they will devise and implement synergistic strategies for fostering their own continuing professional development as teachers, researchers, and citizens of the academy.

**ACADPRAC 703** 15 Points  
Special Topic

**ACADPRAC 704** 15 Points  
Special Topic

**ACADPRAC 705** 15 Points  
Special Topic

**ACADPRAC 706** 15 Points  
Independent Project

A guided research project based on current issues in

learning and teaching. Participants will be assigned to work one-on-one with a supervisor.

### Disability Studies

#### Stage I

**DISABLT 110** 15 Points

#### Introduction to Intellectual Disability

An overview of the characteristics of people with an intellectual disability. Covers definition, assessment and classification systems, etiology, and educational, social, behavioural and medical services. Discusses the physiological, psychological, sociological, and educational implications of having an intellectual disability. Current trends in care, education and habilitation will be examined from both descriptive and best practice perspectives.

**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 112** 15 Points

#### Theories of Disability

Introduces the way in which society defines and constructs disability. A range of discourses and cultural understandings related to disability are examined. The historical development of social understandings and accounts of the lived experience of disability are examined.

*Prerequisite:* SOCWORK 112

*Restriction:* ACE 962.601

**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 230** 15 Points

#### Positive Behaviour Support

An introduction to critical features of positive behaviour support which have emerged from applied behaviour analysis with a focus on community participation, and person-centred values. Assists students to examine assumptions about behaviour, undertake problem identification and functional assessment, and design and evaluate behaviour plans in relation to community settings.

*Prerequisite:* Any 30 points passed from the BHumServ Schedule

*Restriction:* ACE 560.708, EDSPEC 230

**DISABLT 281** 15 Points

#### Special Topic

*Prerequisite:* Any 30 points passed from the BHumServ Schedule



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**Stage III****DISABLTY 311** 15 Points  
**Disability Research in Human Services**

A critical examination of the social science research in the field of disability studies. Introduces a range of methodologies and methods of data collection and analysis commonly used in disability research. The course will promote the critical evaluation of a range of research approaches.

*Prerequisite:* Any 30 points passed at Stage II from the BHumServ Schedule

**DISABLTY 312** 15 Points  
**Quality of Life**

An in-depth examination of the subjective and objective nature of the quality of life construct as it relates to the experience of disabled people. Key features and theories will be explored, with an emphasis on the application of the construct to service provision and support.

*Prerequisite:* Any 30 points passed at Stage II from the BHumServ Schedule

*Restriction:* ACE 963.702

**DISABLTY 313** 15 Points  
**Contemporary Disability Theory and Policy**

Examines contemporary theory and policy in the health and disability sector and critiques theories and models of disability, mental health and aging. Critically examines the interface between the state and the individual and includes an examination of changing assumptions of needs, rights and responsibilities in the context of the provision of disability support.

**DISABLTY 314** 15 Points  
**The Legal Context of Disability Support**

Explains and evaluates features of the health and disability, accident and rehabilitation environments in New Zealand. Introduces and examines current legislation relevant to the health and disability sector including mental health and support for older adults including the rights of service users.

**DISABLTY 315** 15 Points  
**Management Processes in Disability Support**

Offers a framework for the critique and analysis of the impact of personal professional practice on needs assessment and service coordination provision in the context of middle level management. In consultation with an off-site professional supervisor and on-site colleague, students will complete practical requirements related to the theory and practice of contract management.

**DISABLTY 381** 15 Points  
**Special Topic**

*Prerequisite:* Any 30 points passed at Stage II from the BHumServ Schedule

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**Education****Stage I****EDUC 113** 15 Points  
**Current Issues in Education**

Educational issues are pressing concerns in our society. The course will help develop understanding of the background of today's public debates around schooling and will introduce ways in which educational thought and research address big topics.

*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, 121, 121G

**EDUC 118** 15 Points  
**History and Society in New Zealand Education**

Examines the wider context of New Zealand education through a historical and contemporary overview. Draws on a critical sociological analysis of selected issues in society. Some emphasis is given to learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.

*Restriction:* ACE 903.501, EDUC 111, 112, 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.

**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 (eg, through sexuality education) and informally (eg, through the media) in a diversity of social sites. Schools are examined as one significant site where students are offered sexual meanings. The historical derivation and current context of contemporary education about sexuality along with its social effects are investigated.

*Restriction: ACE 535.507*

**EDUC 130 15 Points**  
**Philosophy of Education**

An introduction to relevant philosophical schools of thought including elements of philosophical reasoning in Western and other cultural contexts. Focus will be on the philosophy of education and its purpose in achieving excellence in education.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

**EDUC 131 15 Points**  
**Human Development**

Designed to help students analyse human development with particular emphasis on secondary school-age children. It will be concerned with the development of knowledge of constancy, change and individual differences as a perspective on all aspects of development. As a consequence, students will be able to interact effectively with a diverse group of children in a wide range of educational settings.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

**EDUC 132 15 Points**  
**Learning and the Learner**

Learning is examined from a variety of perspectives including behaviourism, social learning theory, cognitivism, constructivism, as well as humanistic approaches to learning. Within this learning theory framework, consideration is given to how learners construct knowledge and how teachers can assist them to become self-motivated, self-regulated and independent in their learning. Attention is paid to the development of thinking skills, including the ability to think about one's own thinking (metacognition), and development of creative problem-solving skills.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

**EDUC 142 15 Points**  
**Health and Physical Education in a Diverse Society**

Introduces students to thinking critically about Health and Physical Education. Examines discourses about health and physical activity from historical and sociological perspectives. Introduces diversity as it relates to educational opportunity in Health and Physical Education. Addresses such questions as:

How are notions about health and physical education and difference constructed and supported?

*Restriction: ACE 923.551, EDUC 141, EDUCM 141*

**Stage II****EDUC 200 15 Points****EDUC 200A 7.5 Points****EDUC 200B 7.5 Points****Special Topic**

*Prerequisite: EDUC 115, 117, 221, 223, or EDUC 352*

*To complete this course students must enrol in EDUC 200 A and B, or EDUC 200*

**EDUC 201 15 Points****History of Education**

An examination of the nature of historical inquiry with reference to New Zealand's educational past; questions why education has been analysed largely as something planned rather than something experienced and introduces oral history as methodology. Selected aspects of the educational histories of other countries will be discussed for comparative analysis.

*Prerequisite: Any 60 points passed*

**EDUC 204 15 Points****Philosophy and Sociology of Education**

An exploration of key educational themes and questions from philosophical and sociological perspectives.

*Prerequisite: Any 60 points passed*

*Restriction: EDUC 206, 208*

**EDUC 207 15 Points****Decolonising Education**

An examination of the interaction of the state and indigenous peoples in the contested area of education and schooling; a focus on de/colonisation develops an understanding of the origins and philosophies of contemporary educational structures such as 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 211 15 Points****Schooling Ethnic Diversity**

A critical examination of research on ethnic diversity in New Zealand schools. The course discusses equity, 'race', ethnicity, biculturalism, 'multicultural education', equal opportunity, and other theories, structures and strategies developed in New Zealand and overseas in response to ethnic diversity.

*Prerequisite: Any 60 points passed*

*Restriction: EDUC 310*

**EDUC 213 15 Points****Education and Social Justice**

Can education contribute to social justice? A critical examination of the contemporary concern with social justice in education. Drawing on local and international research, this course explores debates about the nature of power, and the ways that gender and sexuality, ethnicity, indigeneity, social class, and other social identities are taken up in the pursuit of social justice within education.

*Prerequisite: Any 60 points passed*

**EDUC 221 15 Points****Child Development**

A study of key issues in development, with a focus

on early and middle childhood. Topics include family, peer, cultural, and media influences on typical and atypical development.

*Prerequisite:* Any 60 points passed

**EDUC 223 15 Points**  
**Educational Psychology**

An introduction to new ways of thinking about learning in educational settings; how students can develop their learning abilities, be more strategic in their learning, and increase their motivation. These questions and themes can be applied to educational, family and work settings, and to students with different learning needs. A foundation to advanced courses in psychological studies in education.

*Prerequisite:* Any 60 points passed

**EDUC 224 15 Points**  
**Assessment and Evaluation in Education**

An examination of the theoretical and practical dimensions of assessment and evaluation including an introduction to valid and reliable data collection and interpretation practices. Recent New Zealand assessment policy and practice will also be analysed.

*Prerequisite:* Any 60 points passed

*Restriction:* EDUC 225, 230, 231, 232, EDUCM 230

**EDUC 225 15 Points**  
**Curriculum, Assessment and Evaluation**

A general introduction to curriculum development and implementation as well as classroom assessment and evaluation focussing on theoretical and practical issues. Includes critical evaluation of recent New Zealand assessment policy and practice.

*Prerequisite:* Any 60 points passed

*Restriction:* EDUC 210, 224, 230, 231, 232, EDUCM 230

**EDUC 283 15 Points**  
**Pedagogy – Beyond Skills and Methods**

Examines personal experiences and views of teaching and learning and the impact of theories of learning on classroom practices. The course also includes discussion of the relationship between pedagogy and race, class and gender; Māori pedagogy; pedagogy and student achievement; and New Zealand and international examples.

*Prerequisite:* Any 60 points passed

*Restriction:* EDUC 383

**Stage III**

**EDUC 304 15 Points**  
**Educational Philosophy and Policy**

Examines the competing ideologies of individualism and community, their influence in recent educational reforms in New Zealand, and their wider implications for education, society and culture. Introduces the basic concepts and themes of classical liberalism, comparing and contrasting them with versions of neo-liberalism, and outlines the case for a community-based social policy and the renewal of social democracy.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 306 15 Points**  
**Critical Issues in Māori Education**

Critical in-depth analysis of current key issues, practices and research in a range of Māori educational settings, including kura kaupapa Māori and 'mainstream' schooling, as well as community education at hapū and iwi levels.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 308 15 Points**  
**Teachers and Teaching**

Examines the development of teaching and of the role of 'teacher' over time. Draws on examples of teachers from different time periods and cultures to analyse what teaching means and how and why it is valued. Explores implications of different perceptions of the role of teaching and teachers.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 309 15 Points**  
**Issues in Pacific Nations' Education**

A critical examination of current issues and debates in Pacific Nation education for Pacific Island countries and for Pasifika communities in New Zealand.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 312 15 Points**  
**Learning and Reading Disabilities**

An examination of the special educational and teaching needs of children with learning disabilities, including reading difficulties. The course will include a practical project involving 20 hours of supervised individualised tutoring.

*Prerequisite:* Any 45 points passed at Stage II and Departmental approval

**EDUC 313 15 Points**  
**Special Study in Education**

Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education.

*Prerequisite:* Any 45 points at Stage II and Departmental approval

**EDUC 314 15 Points**  
**Special Topic**

A study in a topical area of educational inquiry.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 315 15 Points**  
**Conceptions in Education**

An examination of the implicit beliefs or conceptions teachers, students, and parents have about key processes in education (eg, teaching, learning, curriculum, assessment) and how conceptions relate to each other, to educational practices, and to educational outcomes. Introduces qualitative and quantitative methods for discovering conceptions and modelling them. Includes two small-scale research assignments.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 316 15 Points**  
**Gifted Education**

An analysis of the gifted education movement and of the need for appropriate educational provision for gifted and talented students. The course draws on current research to assist with the identification of gifted and talented students and with the development of strategies to meet their learning and emotional needs.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 317 15 Points**  
**History and Sociology of Education**

An analysis of historical and contemporary developments in education taking account of the major influences, national and international, which shape education policy, practice and experience.

*Prerequisite:* Any 45 points passed at Stage II

*Restriction:* EDUC 302, 303



**EDUC 318 15 Points****Teaching Languages in Schools**

Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 319 15 Points****Special Topic**

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 321 15 Points****Politics, Philosophy and Education**

Investigates the relationship between local, national and global politics, and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice.

*Prerequisite:* EDUC 140 or EDUC 118 or EDUCM 118

*Restriction:* ACE 903.702, EDUC 320, EDUCM 320

**EDUC 341 15 Points****Introduction to Counselling in the Community**

An examination of the application of basic principles of counselling to the needs of individual children and adults and to couples, families and other groups.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 342 15 Points****Educational Psychology: A Behavioural Approach**

A study of contemporary ideas and research in human learning and instruction. Topics will include the analysis of child and adult behaviour in school, home and residential settings.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 348 15 Points****The Reading Process**

Theories of reading are introduced. The components of literacy learning are examined using a literacy acquisition framework of: learning the code, making meaning and thinking critically. A range of approaches and texts for engaging diverse learners at primary and secondary school are examined.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 351 15 Points****Understanding Behaviour in Classrooms**

The contribution of social psychological theories and methods to educators' understanding and management of learning and instruction in New Zealand classrooms.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 352 15 Points****Adolescence**

Selected aspects of adolescent psychology including theories of development and an examination of contemporary issues in development such as positive youth development, cognitive transitions, family and peer contexts, sexuality, identity, and psychosocial problems.

*Prerequisite:* Any 45 points passed at Stage II

*Restriction:* EDUC 343, 344

**EDUC 360 15 Points****Treaty Politics in Education**

A critical examination of the emergence of the Treaty of Waitangi in education, and the tensions and

convergences that exist between Māori aspirations and state policies. Key themes, initiatives, relationships and policies in education are considered within the broader question of the place of the Treaty in Aotearoa New Zealand.

*Prerequisite:* Any 45 points passed at Stage II

**EDUC 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 web sites and software, issues involved in using ICT in homes and schools and participation in online class work. This course requires basic computer literacy only; it provides some computer skill development but has a principal focus on appropriate educational use of computers.

*Prerequisite:* Any 45 points passed at Stage II

**Stage IV****EDUC 400 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)

**Postgraduate 700 Level Courses****EDUC 702 30 Points****Historical Research in Educational Settings**

Explores and applies historical research methods to the field of education. Using documentary sources, oral and/or visual evidence, students will be expected to design and carry out a supervised inquiry.

**EDUC 703 30 Points****Educational Philosophy**

Current themes in the philosophy of education in the light of broader tendencies in modern and post-modern thought.

**EDUC 704 30 Points****Sociology of Education**

Examines global, national and local influences that impact on education policy and on contemporary teaching and learning contexts from a sociological perspective.

**EDUC 705 30 Points****Education and Development Policy**

This course will explore the following topics and themes: policy analysis and formulation in the context of development; the impact of the globalisation on, and the role of international agencies in, education for development; human capital theory and human resource development; education and aid; research and consultancy strategies and ethics; New Zealand's ODA policy towards Oceania; global and local intersections in Oceanic education.

**EDUC 710 30 Points****Issues in Indigenous Education**

Applied critical studies of selected, topical educational questions of international importance to indigenous peoples. May include the politics and practices of language regeneration, social and educational transformative initiatives, indigenous educational leadership, training and professional practice for indigenous educators, indigenous knowledge and curricula. The course assumes experience or knowledge of indigenous education contexts.

**EDUC 712 30 Points****Race, Ethnicity and Education**

An examination of discourses of race and theories of 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 715 30 Points****Language and Education: Rights and Recognition**

Examines the growing pressure exerted by minority groups for distinct language and education rights and recognition within nation-states. Links to developments in human rights, and to often-contentious debates about the management of diversity in modern nation-states will be explored. The approach is interdisciplinary, drawing on sociolinguistics, political theory, sociology, law and education, and international, with examples from Europe, North America and New Zealand.

**EDUC 717 30 Points****EDUC 717A 15 Points****EDUC 717B 15 Points****Special Study**

Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education.

*To complete this course students must enrol in EDUC 717 A and B, or EDUC 717*

**EDUC 718 30 Points****The Pedagogy of Paulo Freire**

Explores Paulo Freire's philosophy, pedagogical theory, and practice of adult literacy education. Major critiques of Freire's work are discussed, and consideration is given to the application of Freirean ideas in a variety of first world and third world settings.

**EDUC 730 30 Points****Atypical Development in Childhood**

An advanced study of the developmental processes that contribute to maladaptive behaviour in childhood and adolescence. The course critically examines theory and research on the nature, origins and developmental progression of emotional and behavioural difficulties. There is a particular focus on family and peer relationships and influences.

*Restriction: EDUC 743, 768*

**EDUC 741 30 Points****Educational Psychology**

An advanced study of cognitive, motivational and social factors influencing learning.

**EDUC 742 30 Points****Developmental Psychology**

An advanced examination of theory and research in selected topics in child development.

**EDUC 747 30 Points****EDUC 747A 15 Points****EDUC 747B 15 Points****Issues in Adolescent Development**

An advanced study of the theories of adolescent development and a critical examination of research dealing with issues which affect adolescent development.

*To complete this course students must enrol in EDUC 747 A and B, or EDUC 747*

**EDUC 750 30 Points****Special Topic****EDUC 753 30 Points****Lifelong Learning: Principles and Practice**

Considers adult education and life-long learning: the practice of educating adults in and for varying contexts including tertiary education, degree teaching, professional development, community action. Participants will be expected to relate the concept of lifelong learning to a selected educational and/or social context.

**EDUC 763 30 Points****Special Study**

An advanced study in a topical area of educational inquiry.



<b>EDUC 764</b> <b>Special Study</b> An advanced study in a topical area of educational inquiry.	<b>15 Points</b>	<b>EDUC 790</b> <b>EDUC 790A</b> <b>EDUC 790B</b> <b>Dissertation</b> <i>Restriction: EDUC 796</i> <i>To complete this course students must enrol in EDUC 790 A and B, or EDUC 790</i>	<b>30 Points</b> <b>15 Points</b> <b>15 Points</b>
<b>EDUC 766</b> <b>Education and the Development Process</b> 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. <i>Restriction: EDUC 705</i>	<b>15 Points</b>	<b>EDUC 791</b> <b>Socio-cultural Examination of Sport and Exercise</b> 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.	<b>30 Points</b>
<b>EDUC 767</b> <b>Special Topic</b>	<b>30 Points</b>	<b>EDUC 796A</b> <b>EDUC 796B</b> <b>Thesis</b> <i>Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research course</i> <i>To complete this course students must enrol in EDUC 796 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<b>EDUC 768</b> <b>Special Topic</b>	<b>15 Points</b>	<b>EDUC 797A</b> <b>EDUC 797B</b> <b>Research Portfolio</b> <i>Prerequisite: A BA(Hons) in Education with at least Second Class Honours, First Division, or equivalent, and an approved research course</i> <i>To complete this course students must enrol in EDUC 797 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<b>EDUC 769</b> <b>Special Topic</b>	<b>15 Points</b>	<hr/> <b>Education Curriculum Māori</b> <hr/>	
<b>EDUC 774</b> <b>Research Methods in Education</b> A detailed examination of the controversy over the evidence required to establish causal claims in educational research within both experimental and qualitative methodological frameworks; bias control in observations and judgments; research synthesis (meta-analysis); and objectivity in evaluative research.	<b>15 Points</b>	<b>Stage I</b>	
<b>EDUC 776</b> <b>Education, Culture and Identity</b> An examination of sociological theories concerning the role of culture in identity formation within educational settings. The course is framed around questions such as: How have globalised forces influenced identity and cultural movements in New Zealand education since the 1970s? How do identity/culture movements influence educational policies and professional practices? <i>Restriction: ACE 803.804, ACE 803.904, EDPROFST 776</i>	<b>30 Points</b>	<b>EDCURRM 101</b> <b>Ngā Toi: He Whakatakinga</b> 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? <i>Restriction: ACE 922.511, 922.611, EDCURRIC 101</i>	<b>15 Points</b>
<b>EDUC 784</b>	<b>30 Points</b>	<b>EDCURRM 102</b> <b>Pānui-Tuhituhi Te Pihinga</b> 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? <i>Restriction: ACE 920.511, 920.611, EDCURRIC 102</i>	<b>15 Points</b>
<b>EDUC 784A</b> <b>EDUC 784B</b> <b>Research Topic in Education</b> Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education. <i>To complete this course students must enrol in EDUC 784 A and B, or EDUC 784</i>	<b>15 Points</b> <b>15 Points</b>	<b>EDCURRM 103</b> <b>Te Whaiaora</b> 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	<b>15 Points</b>
<b>EDUC 787</b>	<b>30 Points</b>		
<b>EDUC 787A</b> <b>EDUC 787B</b> <b>Research Methodologies in Māori Education</b> 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. <i>To complete this course students must enrol in EDUC 787 A and B, or EDUC 787</i>	<b>15 Points</b> <b>15 Points</b>		

range of learners? How is learning monitored and assessed?

*Restriction: ACE 923.511, EDCURRIC 103*

#### **EDCURRM 104 15 Points**

##### **Pāngarau: He Whakatakinga**

Develops knowledge and understanding of the nature of Pāngarau and tauanga. Considers questions related to primary school Pāngarau and tauanga education such as: What is the purpose and role of Pāngarau and tauanga in the New Zealand Curriculum Framework? What is meant by thinking mathematically and statistically? What are the components of, and key concepts in the Marautanga Pāngarau?

*Restriction: ACE 921.511, 921.611, EDCURRIC 104*

#### **EDCURRM 105 15 Points**

##### **Pūtaiao: He Whakatakinga**

Develops an appreciation of the nature of Pūtaiao that supports conceptual understandings and quality teaching and learning approaches in Pūtaiao education. Addresses questions such as: How do teachers design quality learning environments based on the Marautanga Pūtaiao so that positive engagement and effective learning can occur for a diverse range of learners? How is learning monitored and assessed?

*Restriction: ACE 924.511, EDCURRIC 105*

#### **EDCURRM 106 15 Points**

##### **Tikanga-ā-iwi: He Whakatakinga**

Develops students' knowledge and skills associated with planning for teaching and learning in Tikanga ā Iwi. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Tikanga ā Iwi education? How are curriculum requirements, teaching methodologies, management strategies and resources used to plan for students' diverse needs? How is learning monitored and assessed?

*Restriction: ACE 926.511, 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: ACE 925.511, EDCURRIC 107*

### **Stage II**

#### **EDCURRM 202 15 Points**

##### **Pānui-Tuhituhi Te Puanga**

Deepens the knowledge, skills and attitudes associated with planning, teaching and assessing for individual students' learning in the Marautanga Reo Māori. Addresses questions such as: What are effective literacy practices for working with individual learners? How are wider concepts of literacy including bilingualism and biliteracy developed? How is learning monitored and assessed?

*Restriction: ACE 920.711, EDCURRIC 202*

#### **EDCURRM 204 15 Points**

##### **Pāngarau: Te Whakaako**

Develops knowledge, skills and understanding for designing quality learning experiences in Pāngarau and tauanga for diverse learners. Considers questions

related to primary Pāngarau and tauanga education such as: What are the mathematical and statistical concepts and learning progressions in Marautanga? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?

*Restriction: ACE 921.713, EDCURRIC 204*

#### **EDCURRM 220 15 Points**

##### **Special Topic**

### **Stage III**

#### **EDCURRM 301 15 Points**

##### **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: ACE 902.702, EDCURR 606, 630, EDCURRM 320, EDPFST 353, EDCURSEC 678*

#### **EDCURRM 304 15 Points**

##### **Tū Tangata**

Critically examines subjective positions from which groups and individuals make sense of the world and act in it. Asks questions such as: What is social and critical literacy? How can critical literacies be used to challenge our subjectivities and assumptions? How do these literacies intersect with underlying notions and philosophies 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**

#### **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 Tekinolosa**

Develops knowledge and understanding of components of technological literacy as it relates to young children, including Pasifika children. Develops understanding of appropriate pedagogy to enhance learning in technology in Pasifika and general ECE settings. What is technological literacy? How can technological literacy be developed through drawing upon Pasifika languages and cultures? What environments encourage children's exploration of technological experiences?

*Restriction: ACE 571.622, 925.501, 925.601, EDCURRIC 111*

**EDCURRPK 115****15 Points****Apīi taieni i nga 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: ACE 570.624, 924.521, 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: ACE 570.526, 570.525, 570.727, EDCURRIC 116*

**EDCURRPK 120****15 Points****Na i vakarau ni vuli ka ena Pasifika**

Examines Te Whāriki Early Childhood Curriculum with specific reference to Pasifika learners. Pasifika pedagogies will be explored in relation to the principles, strands and goals of the curriculum. What do teachers need to know about the philosophical, theoretical and socio-cultural basis of Te Whāriki? How do Pasifika pedagogies, including teaching through language and culture, relate to the principles, strands and goals of Te Whāriki? Explores social sciences in Te Whāriki and other examples in Pasifika and general ECE settings.

*Restriction: ACE 570.523*

**EDCURRPK 121****15 Points****Moui olaola**

An introduction to human development from conception to old age and death within an holistic framework. Pasifika and other theoretical perspectives will be discussed in relation to understanding child development in the early years. Students will explore social theories to inform and develop effective teaching and learning strategies inclusive of Pasifika. How can Pasifika languages and cultures boost holistic development in Pasifika and general ECE?

*Restriction: ACE 570.721*

**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: ACE 931.721, 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: ACE 570.528, EDCURRIC 211*

**EDCURRPK 212****15 Points****Fika 'i he Fanau liki**

Develops knowledge and understanding of early mathematical concepts and their relationship with holistic learning environments in Pasifika ECE and general settings. What are early mathematical concepts as evident in Pasifika cultures? What is effective planning for mathematical possibilities drawing upon Pasifika languages and cultures within a play based ECE programme? What constitutes a holistic approach to mathematics learning?

*Restriction: ACE 570.527, 921.521, 921.621, EDCURRIC 212*

**Stage III****EDCURRPK 313****15 Points****Tuvatuva vakarautaki ena vuli me qito**

Develops a critical understanding of play within a broader context of learning and teaching in Pasifika and general ECE settings. How do Pasifika and other theoretical and philosophical perspectives on play impact on personal pedagogy? What are the pedagogical implications of play interfacing between individual freedom, fanau and community? What is the significance of play for adult creativity, communication and citizenship?

*Restriction: ACE 570.621, EDPROFST 314*

**EDCURRPK 322****15 Points****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: ACE 570.627, EDCURRPK 122*

**EDCURRPK 353****15 Points****Su'esu'ega loloto i le faaogaina o gagana**

Develops a critical understanding of the place of bilingualism/biliteracy in relation to policy and practice of the ECE curriculum Te Whāriki, the New Zealand Curriculum and Pasifika languages. Learning and teaching in the medium of Pasifika languages involves knowledge and skills from the bilingual professional education field. Students are expected to critique the best of local and international bilingual and immersion theory and practice.

*Restriction: EDCURRPK 253*



## Education Curriculum Secondary Diploma

### Diploma Courses

#### EDCURSEC 601 15 Points Teaching Years 7-10 Mathematics and Statistics

Develops knowledge and understanding of mathematics and statistics learning and teaching in the middle school by considering the questions: What is mathematical and statistical thinking? What are the components of, and key concepts and learning progressions in, the national curriculum? What is quality learning in mathematics and statistics? What constitutes effective teaching practices in mathematics and statistics?

*Restriction: ACE 721.658, EDCURSEC 605, 606, EDCURR 607, 631*

#### EDCURSEC 602 15 Points Teaching Years 9-11 Mathematics and Statistics

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics and statistics for diverse learners by considering the questions related to secondary school mathematics and statistics education: What are the key concepts and learning progressions in the national curriculum? What theoretical models best inform as to the growth of understanding? What constitutes effective teaching and assessment practices?

*Prerequisite: EDCURSEC 601*

*Restriction: ACE 721.758, EDCURR 607, 631, EDCURSEC 605, 606*

#### EDCURSEC 603 15 Points Curriculum Statistics Education 2

Develops the knowledge, skills and understanding for designing quality learning experiences and internal national assessment tasks in statistics for diverse learners by considering the questions related to senior secondary school statistics education: What are the concepts and learning progressions in the national curriculum? What statistical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?

*Corequisite: EDCURSEC 601*

*Restriction: EDCURR 607, 631, EDCURSEC 605, 606*

#### EDCURSEC 604 15 Points Senior Mathematics Education

Develops the knowledge, skills and understanding for designing quality learning experiences and internal national assessment tasks in mathematics for diverse learners by considering the questions related to senior secondary school mathematics education: What are the concepts and learning progressions in the national curriculum? What mathematical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?

*Prerequisite: EDCURSEC 601*

*Corequisite: EDCURSEC 602*

*Restriction: ACE 721.659, EDCURR 607, 631, EDCURSEC 605, 606*

#### EDCURSEC 607 15 Points Physical Education Practice

Develops the practical pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing physical education in learning contexts related to teaching Years 9-11. Addresses questions such as: How do teachers plan lessons in, through and about movement? What do teachers need to

know to teach in movement-based learning contexts effectively?

*Corequisite: EDCURSEC 608*

*Restriction: ACE 723.651*

#### EDCURSEC 608 15 Points Physical Education Curriculum

Develops the curriculum knowledge associated with planning, teaching and assessing physical education in secondary schools. Addresses questions such as: What is physical education and why is it important? How are units and programmes planned using the curriculum and national assessment requirements? How do teachers accommodate assessment qualification requirements in their planning?

*Corequisite: EDCURSEC 607*

*Restriction: ACE 723.751*

#### EDCURSEC 609 15 Points Teaching Physical Education

Examines the knowledge, skills and attitudes associated with effective pedagogical practice in physical education. Addresses questions such as: How do teachers plan lessons that engage students in quality learning opportunities? How can diverse needs of students be addressed in physical education contexts? What teaching methodologies, management strategies and resources maximise success?

*Prerequisite: EDCURSEC 607, 608*

*Restriction: ACE 723.752*

#### EDCURSEC 610 15 Points Education Outside the Classroom

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing EOTC learning contexts related to teaching in a range of outdoor settings. Addresses questions such as: What is EOTC? Why is it important? What pedagogies support safe, effective learning in EOTC? How may ngā tikanga Māori influence outdoor education? Requires participation in a camp-based learning experience.

*Restriction: ACE 723.656*

#### EDCURSEC 611 15 Points Teaching Health Education 1

Integrates multidisciplinary-based knowledge and pedagogical content knowledge with developing understanding, skills, attitudes and values associated with teaching in health education across the secondary school. Addresses questions such as: Why is health education important? How are teachers informed in this subject? How is health education taught ethically and effectively for a diverse range of learners?

*Restriction: ACE 723.661, EDCURR 648*

#### EDCURSEC 612 15 Points Teaching Health Education 2

Examines further the theories, concepts and research central to the teaching of health education. Addresses questions such as: What do teachers need to know to teach and assess learning in health education? What is authentic health education assessment and how do we determine and monitor success? How does knowledge of curriculum concepts determine learning at senior school levels?

*Prerequisite: EDCURSEC 611*

*Restriction: ACE 723.761, EDCURR 648*

#### EDCURSEC 613 15 Points Teaching and Learning Science 1

Develops the content knowledge, skills and

understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in intermediate and secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?

*Restriction: ACE 724.751, EDCURR 619, 620*

#### **EDCURSEC 614 15 Points** **Teaching and Learning Science 2**

Integrates research, theory and practical experience in examining secondary school science learning contexts. Addresses questions such as: Why is Science important? What is scientific literacy? What pedagogical content knowledge is needed to teach science effectively? How is achievement determined and monitored?

*Corequisite: EDCURSEC 613*

*Restriction: ACE 724.753, EDCURR 608, 633, EDCURSEC 619, 620*

#### **EDCURSEC 615 15 Points** **Teaching and Learning Science 3**

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?

*Corequisite: EDCURSEC 613*

*Restriction: ACE 724.752, EDCURR 608, 633, EDCURSEC 619, 620*

#### **EDCURSEC 616A 7.5 Points** **EDCURSEC 616B 7.5 Points**

##### **Teaching Chemistry Education**

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior chemistry education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?

*Corequisite: EDCURSEC 613, 615 or 619, 620*

*Restriction: ACE 724.765, 724.766, EDCURR 638*

*To complete this course students must enrol in EDCURSEC 616 A and B*

#### **EDCURSEC 617A 7.5 Points** **EDCURSEC 617B 7.5 Points**

##### **Teaching Biology Education**

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior biology education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?

*Corequisite: EDCURSEC 613, 615 or 619, 620*

*Restriction: ACE 724.755, 724.756, EDCURR 636*

*To complete this course students must enrol in EDCURSEC 617 A and B*

#### **EDCURSEC 618A 7.5 Points**

#### **EDCURSEC 618B 7.5 Points**

##### **Teaching Physics Education**

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior physics education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?

*Corequisite: EDCURSEC 613, 615 or 619, 620*

*Restriction: ACE 724.761, 724.762, EDCURR 637*

*To complete this course students must enrol in EDCURSEC 618 A and B*

#### **EDCURSEC 624 15 Points** **Social Studies Education 1**

Develops the knowledge and skills associated with planning, teaching, learning and assessing Social Studies. Addresses questions such as: What do teachers need to know and understand about the purpose and nature of Social Studies education? What methodologies, management strategies and resources can be used to maximise student motivation and address the diverse needs of students?

*Restriction: ACE 726.751, EDCURR 641*

#### **EDCURSEC 625 15 Points** **Social Studies Education 2**

Develops the knowledge and skills associated with planning and teaching Social Studies and includes methodologies for addressing national assessment for Years 11-13. Addresses questions such as: How do teachers plan and implement learning experiences, units and programmes that meet national requirements? How can students be challenged to debate and consider social issues?

*Prerequisite: EDCURSEC 624*

*Restriction: ACE 726.752, EDCURR 619, 681*

#### **EDCURSEC 626 15 Points** **Geography for Teaching 1**

Integrates expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Develops the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as: Why is geography important? What do teachers need to know to teach and assess geography effectively? What resources and strategies maximise motivation and learning?

*Corequisite: EDCURSEC 624*

*Restriction: ACE 726.754, EDCURR 604, 628, EDCURSEC 628, 629*

#### **EDCURSEC 627 15 Points** **Geography for Teaching 2**

Enhances the integration of expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Deepens understanding of the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as: How do teachers determine and monitor success? How do teachers address common difficulties that students face?

*Prerequisite: EDCURSEC 626*

*Restriction: ACE 726.755, EDCURR 604, 628, EDCURSEC 628, 629*



**EDCURSEC 630 15 Points****History for Teaching 1**

Integrates disciplinary expertise in relation to History content and historiography while developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: Why is History an important subject? How can History be taught and assessed effectively? What resources and strategies can be used to maximise student motivation in learning History?

*Corequisite: EDCURSEC 624*

*Restriction: ACE 726.757, EDCURR 605, 629, EDCURSEC 632, 633*

**EDCURSEC 631 15 Points****History for Teaching 2**

Enhances disciplinary expertise in relation to developing an appropriate knowledge of content and historiography for Years 11 to 13 History, while further developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: How can teachers challenge students to explore historical issues, understand and develop the methodologies employed by historians?

*Prerequisite: EDCURSEC 630*

*Restriction: ACE 726.758, EDCURR 605, 629, EDCURSEC 632, 633*

**EDCURSEC 634 15 Points****Economics Education 1**

Develops knowledge and skills associated with planning for teaching and learning in Economics. Addresses questions such as: What are important principles, concepts and skills associated with Economics education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?

*Restriction: ACE 726.761, EDCURR 611, 635*

**EDCURSEC 635 15 Points****Economics Education 2**

Enhances the integration of disciplinary based content knowledge, theory and research with knowledge, skills and attitudes associated with planning and assessment in Economics. Addresses questions such as: What difficulties do secondary students commonly face? How do teachers determine and monitor success? What do teachers need to understand about assessment principles and practices, particularly in relation to national assessment?

*Prerequisite: EDCURSEC 634*

*Restriction: ACE 726.762, EDCURR 611, 635*

**EDCURSEC 636 15 Points****Accounting Education 1**

Develops knowledge and skills associated with planning for teaching and learning in Accounting. Addresses questions such as: What are important principles, concepts and skills associated with Accounting education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?

*Restriction: ACE 726.765, EDCURR 602, 624*

**EDCURSEC 637 15 Points****Accounting Education 2**

Enhances the integration of disciplinary based content knowledge, theory and research with knowledge, skills and attitudes associated with planning and assessment in Accounting. Addresses questions such

as: What difficulties do secondary students commonly face? How do teachers determine and monitor success? What do teachers need to understand about assessment principles and practices, particularly in relation to national assessment?

*Prerequisite: EDCURSEC 636*

*Restriction: ACE 726.766, EDCURR 602, 624*

**EDCURSEC 638A 7.5 Points****EDCURSEC 638B 7.5 Points****Business Studies 1**

Integrates disciplinary based content knowledge, theory and research with developing knowledge, skills and attitudes associated with planning and assessment in Business Studies. Addresses questions such as: Why is this subject important? What do teachers need to know to teach this subject effectively? What motivates students in the subject and what resources and strategies maximise motivation?

*To complete this course students must enrol in EDCURSEC 638 A and B*

**EDCURSEC 639 15 Points****Understanding the Technology Curriculum**

Develops the knowledge, understanding and attitudes associated with technology education and the New Zealand Technology Curriculum. Addresses questions such as: What is technology? Why is this subject important? What are the important principles and concepts underpinning the Technology Curriculum?

*Restriction: ACE 725.651*

**EDCURSEC 640 15 Points****Developing Technological Literacy**

Develops the knowledge, skills and understanding that constitute technological literacy and an understanding of pedagogical approaches to learning in technology. Addresses questions such as: What is technological knowledge? How do the components of practice relate to project development? What is the relationship between knowledge and capability? What do teachers need to know to teach this subject effectively?

*Prerequisite: EDCURSEC 639*

**EDCURSEC 641 15 Points****Teaching Specialist Technological Practice**

Develops pedagogical content knowledge; skills and attitudes associated with specialist domains of practice in technology. Addresses questions such as: What is technological practice? How does industry practice relate to classroom practice? What strategies are effective for teaching technology to diverse learners? How does specialist knowledge contribute to classroom practice? What teaching methodologies and resources maximise student success?

*Corequisite: EDCURSEC 639*

**EDCURSEC 642 15 Points****Implementing the Technology Curriculum**

Develops pedagogical content knowledge; skills and attitudes for designing quality learning experiences and Senior Level assessment tasks in Technology. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? What teaching methodologies, management strategies and resources maximise success for diverse learners? How do teachers determine and monitor success?

*Prerequisite: EDCURSEC 639*

**EDCURSEC 643 15 Points****Educating for Visual Communication**

Develops pedagogical content knowledge, skills and

attitudes for quality visual communication across the Curriculum. Addresses questions such as: What is the value of learning to communicate visually? What are the important principles, concepts and skills in Visual Communication? How can visual communication contribute to children's learning in a range of curriculum areas? How do teachers encourage effective visual communication?

#### **EDCURSEC 644 15 Points**

#### **EDCURSEC 644A 7.5 Points**

#### **EDCURSEC 644B 7.5 Points**

#### **Teaching Graphics and Design**

Develops pedagogical content knowledge, skills and attitudes for designing quality learning experiences and Senior Level assessment tasks in Graphics and Design. Addresses questions such as: What are the important principles, concepts and skills in Graphics and Design? How are units and programmes planned using the curriculum and national assessment requirements? What is the importance of design in graphics?

*Restriction: ACE 725.756*

*To complete this course students must enrol in EDCURSEC 644 A and B, or EDCURSEC 644*

#### **EDCURSEC 645 15 Points**

#### **Music Education 1**

Integrates disciplinary-based content knowledge and scholarship with developing knowledge, skills and attitudes associated with planning, teaching and assessing Music. Addresses questions such as: What musical experiences are important to adolescent cognitive and affective development? What do teachers need to know to teach Music effectively? What strategies and resources maximise motivation and learning in Music?

*Restriction: ACE 722.761, EDCURR 646, 661, 662*

#### **EDCURSEC 646 15 Points**

#### **Music Education 2**

Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes required to teach and assess Music in the New Zealand curriculum. Addresses questions such as: What principles, strategies and understandings are necessary to plan, teach and assess music effectively in senior secondary environments? How can these be scaffolded and monitored?

*Corequisite: EDCURSEC 645*

*Restriction: ACE 722.762, EDCURR 646, 661, 662*

#### **EDCURSEC 647 15 Points**

#### **Music Education Research**

Provides an opportunity for students to engage in research into an area of the Music curriculum. Addresses the question: What teaching methodologies, management strategies and resources best inform and maximise teacher and student success in secondary music education? Critically evaluates music education in contemporary societies in order to reach an informed understanding of how music education in New Zealand secondary schools might be structured and framed.

*Prerequisite: EDCURSEC 646*

*Restriction: ACE 722.763, EDCURR 646, 661, 662*

#### **EDCURSEC 648 15 Points**

#### **Visual Arts Education 1**

Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing

visual arts education. Addresses questions such as: What is the relationship between art, culture, New Zealand society and the curriculum? How can visual arts education address the needs of ethnically and culturally diverse students? What teaching methodologies, management strategies and resources motivate students and maximise achievement?

*Corequisite: EDCURSEC 649*

*Restriction: ACE 722.751*

#### **EDCURSEC 649 15 Points**

#### **Visual Arts Education 2**

Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education. Addresses questions such as: What are the important principles, concepts and skills for teaching the visual arts discipline in the arts curriculum? How do visual arts programmes promote development of practical knowledge, exploration and expression of ideas, and understanding of the contexts of art?

*Corequisite: EDCURSEC 648*

*Restriction: ACE 722.752*

#### **EDCURSEC 650 15 Points**

#### **Visual Arts Education 3**

Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education in the senior school. Addresses questions such as: What are the important principles, concepts and skills for teaching the specialist disciplines in the visual arts curriculum? How are programmes for senior students planned, resourced, managed and implemented to meet national curriculum and assessment requirements?

*Prerequisite: EDCURSEC 648, 649*

*Restriction: ACE 722.753*

#### **EDCURSEC 651 15 Points**

#### **Teaching Drama 1**

Develops pedagogical and content knowledge and skills for planning, teaching and assessing drama. Addresses questions such as: What important principles, skills, teaching methodologies and strategies support teaching drama in the secondary school? How can drama education address needs of diverse students? How do drama programmes extend practical knowledge, developing ideas, performance and interpretation and understanding of drama contexts?

*Restriction: ACE 722.766, 722.769, EDCURSEC 661*

#### **EDCURSEC 652 15 Points**

#### **Teaching Drama 2**

Develops pedagogical and content knowledge, skills and attitudes for planning teaching and assessing drama education in the senior school. Addresses questions such as: What are the important principles, concepts and teaching skills that support specialist drama programmes in the senior secondary school? How are programmes for senior students planned, resourced, and implemented for national curriculum and assessment requirements?

*Prerequisite: EDCURSEC 651*

*Restriction: EDCURR 679, ACE 722.766, 722.769, EDCURSEC 661*

#### **EDCURSEC 653 15 Points**

#### **Teaching Dance Education 1**

Develops pedagogical and content knowledge and skills for planning, teaching and assessing dance. Addresses questions such as: What 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: EDCURR 679, ACE 722.767, 722.768*

**EDCURSEC 654** **15 Points**  
**Teaching Dance Education 2**

Develops pedagogical and content knowledge, skills and attitudes for planning teaching and assessing dance education in the senior school. Addresses questions such as: What are the important principles, concepts and teaching skills that support specialist dance programmes in the senior secondary school? How are programmes for senior students planned, resourced, and implemented for national curriculum and assessment requirements?

*Prerequisite: EDCURSEC 653*

*Restriction: EDCURR 679, ACE 722.767, 722.768*

**EDCURSEC 655A** **7.5 Points**  
**EDCURSEC 655B** **7.5 Points**  
**Art History Education**

Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing art history education. Addresses questions such as: What are the important principles, concepts and skills for teaching art history? How can studies in language and visual literacy be maximised for student achievement? How are programmes planned, resourced, managed and implemented to meet national curriculum and assessment requirements?

*Restriction: ACE 722.755, 722.756*

*To complete this course students must enrol in EDCURSEC 655 A and B*

**EDCURSEC 656** **15 Points**  
**Teaching and Learning English 1**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can the diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?

*Corequisite: EDCURSEC 657*

*Restriction: EDCURSEC 659, 660, EDCURR 603, 626, ACE 720.751*

**EDCURSEC 657** **15 Points**  
**Teaching and Learning English 2**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? How is success determined for the beginning stages of national qualifications?

*Corequisite: EDCURSEC 656*

*Restriction: EDCURSEC 659, 660, EDCURR 603, 626, ACE 720.752*

**EDCURSEC 658** **15 Points**  
**Teaching and Learning English 3**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: What are the important principles, concepts and skills for teaching the senior curriculum? How are senior curriculum units and programmes planned using

national qualification assessment requirements? What teaching methodologies, management strategies and resources maximise student success? How is student success determined?

*Prerequisite: EDCURSEC 656, 657*

*Restriction: EDCURSEC 659, 660, EDCURR 603, 626, ACE 720.753*

**EDCURSEC 659** **30 Points**  
**English for Teaching 1**

Integrates disciplinary-based content knowledge and scholarship with developing the knowledge, skills and attitudes associated with planning, teaching and assessing for diverse learners of English. Addresses questions such as: Why is this subject important? What do teachers need to know to teach English effectively? What strategies and resources maximise motivation and learning in English?

*Restriction: EDCURSEC 656, 657, 658, EDCURR 603, 626, ACE 720.751, 720.752, 720.753*

**EDCURSEC 660** **30 Points**  
**English for Teaching 2**

Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing for diverse learners of English. Addresses questions such as: What do teachers need to know to assess English effectively? What difficulties do students commonly face? How do we determine and monitor success?

*Prerequisite: EDCURSEC 659*

*Restriction: EDCURSEC 656, 657, 658, EDCURR 603, 626, ACE 720.751, 720.752, 720.753*

**EDCURSEC 661** **15 Points**  
**Drama within English Education**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing Drama within English. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?

*Corequisite: EDCURSEC 656, 657*

*Restriction: ACE 720.758, EDCURSEC 651, 652*

**EDCURSEC 662** **15 Points**  
**Senior Media Studies**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing Media Studies. Addresses questions such as: What are the important principles, concepts and skills for teaching the senior curriculum? How are senior curriculum units and programmes planned using national qualification assessment requirements? What teaching methodologies and management strategies maximise student success? How is student success determined?

*Restriction: EDCURSEC 663, 664, EDCURR 632, 682, ACE 720.756*

**EDCURSEC 663** **15 Points**  
**Teaching Media Studies 1**

Integrates disciplinary-based content knowledge and 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, ACE 720.756, EDCURSEC 662

**EDCURSEC 664** **15 Points**  
**Teaching Media Studies 2**

Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and understandings associated with planning, teaching and assessing diverse learners in Media Studies. Addresses questions such as: How do teachers structure programmes for students Years 9-13 in Media Studies? What knowledge, skills and understandings are central to this subject? How do teachers determine and monitor success?

*Prerequisite:* EDCURSEC 663

*Restriction:* EDCURSEC 662, EDCURR 632, 682, ACE 720.756

**EDCURSEC 665** **15 Points**  
**Teaching ESSOL 1**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing ESSOL. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can the diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?

*Restriction:* EDCURR 627, ACE 720.761

**EDCURSEC 666** **15 Points**  
**Teaching ESSOL 2**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing ESSOL. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? How is success determined for the beginning stages of high stakes assessment?

*Prerequisite:* EDCURSEC 665

*Restriction:* EDCURR 627, ACE 720.762

**EDCURSEC 667A** **15 Points**

**EDCURSEC 667B** **15 Points**

**Teaching Languages**

Addresses the methodologies for teaching languages by developing the knowledge, skills and attitudes associated with planning, teaching and assessing Languages. Addresses questions such as: Why is language learning important? What do teachers need to know to teach languages effectively? What strategies and resources maximise student motivation and language acquisition when learning a language?

*Restriction:* EDCURR 665, 678, 680, ACE 720.765, 720.766

*To complete this course students must enrol in EDCURSEC 667 A and B*

**EDCURSEC 668A** **7.5 Points**

**EDCURSEC 668B** **7.5 Points**

**Teaching Chinese**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Chinese. Addresses questions such as: Why is it important to learn Chinese? What do teachers need to know to teach Chinese effectively? What strategies and resources

maximise motivation and language acquisition in learning Chinese?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 601, 623, 649, 663, ACE 720.767C

*To complete this course students must enrol in EDCURSEC 668 A and B*

**EDCURSEC 669A** **7.5 Points**

**EDCURSEC 669B** **7.5 Points**

**Teaching French**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing French. Addresses questions such as: Why is it important to learn French? What do teachers need to know to teach French effectively? What strategies and resources maximise motivation and language acquisition in learning French?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 650, 664, ACE 720.767F

*To complete this course students must enrol in EDCURSEC 669 A and B*

**EDCURSEC 670A** **7.5 Points**

**EDCURSEC 670B** **7.5 Points**

**Teaching German**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing German. Addresses questions such as: Why is it important to learn German? What do teachers need to know to teach German effectively? What strategies and resources maximise motivation and language acquisition in learning German?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 601, 623, 680, ACE 720.767G

*To complete this course students must enrol in EDCURSEC 670 A and B*

**EDCURSEC 671A** **7.5 Points**

**EDCURSEC 671B** **7.5 Points**

**Teaching Japanese**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Japanese. Addresses questions such as: Why is it important to learn Japanese? What do teachers need to know to teach Japanese effectively? What strategies and resources maximise motivation and language acquisition in learning Japanese?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 612, 639, ACE 720.767J

*To complete this course students must enrol in EDCURSEC 671 A and B*

**EDCURSEC 674A** **7.5 Points**

**EDCURSEC 674B** **7.5 Points**

**Teaching Samoan**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Samoan. Addresses questions such as: Why is it important to learn Samoan? What do teachers need to know to teach Samoan effectively? What strategies and resources maximise motivation and language acquisition in learning Samoan?

*Corequisite:* EDCURSEC 667

*Restriction:* EDCURR 647, 665

*To complete this course students must enrol in EDCURSEC 674 A and B*

**EDCURSEC 675A** 7.5 Points  
**EDCURSEC 675B** 7.5 Points  
**Teaching Spanish**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Spanish. Addresses questions such as: Why is it important to learn Spanish? What do teachers need to know to teach Spanish effectively? What strategies and resources maximise motivation and language acquisition in learning Spanish?

*Corequisite: EDCURSEC 667*

*Restriction: EDCURR 613, 640, ACE 720.767S*

*To complete this course students must enrol in EDCURSEC 675 A and B*

**EDCURSEC 676** 15 Points  
**Teaching Religious Education**

Develops the pedagogical content and subject matter knowledge; skills and attitudes associated with planning, teaching and assessing Religious Education in Catholic/Christian schools. Addresses questions such as: Why is this subject important? What do teachers need to know to teach RE effectively? How can diverse needs of students be addressed? What teaching methodologies, management strategies and resources maximise success?

*Restriction: ACE 927.731, 927.732*

**EDCURSEC 677A** 7.5 Points  
**EDCURSEC 677B** 7.5 Points  
**Teaching Classical Studies**

Integrates disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Classical Studies. Addresses questions such as: Why is it important to study Classical Studies? What do teachers need to know to teach and assess for senior qualifications? What strategies and resources maximise motivation and learning in Classical Studies?

*Restriction: EDCURR 620, 622*

*To complete this course students must enrol in EDCURSEC 677 A and B*

**EDCURSEC 678** 15 Points  
**Te Whakapuakitanga**

Integrates content knowledge with knowledge, skills and attitudes associated with planning, teaching and assessing Te Reo Māori at Years 7-10. Addresses such questions as: Why is it important to learn Te Reo Māori? What do teachers need to know to teach Te Reo Māori effectively? What strategies and resources maximise motivation and language acquisition in learning Te Reo Māori?

*Restriction: EDCURR 606, 630, EDCURRM 320, ACE 902.702*

**EDCURSEC 679** 15 Points  
**Te 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?

*Prerequisite: EDCURSEC 678*

*Restriction: EDCURR 606, 630, ACE 902.712*

**EDCURSEC 680** 15 Points  
**Te Whakatairanga**

Develops a growing professional understanding of national requirements in curriculum and assessment necessary for effective teaching and learning in Te Reo Māori. Addresses such questions as: What is the place of ICT in the teaching of Te Reo Māori? How can a teacher be a researcher in the classroom? What teaching methodologies, management strategies and resources maximise student success?

*Corequisite: EDCURSEC 678*

*Restriction: EDCURR 606, 630*

**EDCURSEC 681** 10 Points  
**Special Study**

Students undertake a supervised study into an aspect of the New Zealand curriculum, or relevant to education in New Zealand or the wider context. Key questions are formulated and specified outcomes addressed.

**EDCURSEC 682** 15 Points  
**Special Study**

Students undertake a supervised study into an aspect of the New Zealand curriculum, or relevant to education in New Zealand or the wider context. Key questions are formulated and specified outcomes addressed.

**EDCURSEC 683** 15 Points  
**Curriculum Content for Science Teaching**

Develops knowledge and understanding of the range of curriculum content required to teach science from Years 9-12 in the disciplines of Biology, Chemistry, Physics and Geology. Aims to increase confidence in teaching this content to enhance the quality of teaching and student learning.

*Prerequisite: Enrolment in GradDipTchg(Sec), or concurrent enrolment in at least 30 points at Stage III from courses listed in a major/specialisation in the BSc Schedule and Department approval*

*Restriction: ACE 724.751, 724.752, 724.753, EDCURR 608, 633*

**EDCURSEC 684** 15 Points  
**Special Topic**

Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

**EDCURSEC 687** 30 Points  
**Special Topic**

Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

**EDCURSEC 688** 30 Points  
**Special Topic**

Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with



planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

**EDCURSEC 689** **15 Points**  
**Environmental Education**

Develops the content knowledge, skills and understanding consistent with the environmental education guidelines to enable effective teaching and learning approaches about, for and within the environment. Addresses questions such as: How do teachers design quality learning experiences for a diverse range of learners? How can social sciences, science and technology education enhance the potential of this educational focus?

**EDCURSEC 690** **15 Points**  
**Multi-disciplinary Approaches**

Develops pedagogical knowledge, skills and attitudes associated with teaching in multi-disciplinary contexts incorporating information and communication technologies. Addresses questions such as: What are the important principles, concepts and skills associated with multi-disciplinary teaching? How do teachers plan for cross-curricular projects? How can multi-disciplinary teams operate effectively? How can the use of ICT contribute to effective learning?

*Restriction: EDCURR 625, ACE 704.751, 704.757*

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**Postgraduate 700 Level Courses**

**EDCURSEC 709** **15 Points**  
**Curriculum, Teaching, and Learning**

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.

**EDCURSEC 719A** **15 Points**

**EDCURSEC 719B** **15 Points**  
**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*

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**Education Curriculum Studies**

**Stage I**

**EDCURRIC 101** **15 Points**  
**Arts Education Primary**

Develops students' knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art. Addresses questions such as: Why are the arts important to children's learning? How do teachers design quality learning experiences that

encourage individual responses from a diverse range of learners? How do we monitor and assess learning?  
*Restriction: ACE 922.533, 922.632, 922.634, EDCURR 106, 206, EDCURRM 101*

**EDCURRIC 102** **15 Points**  
**Language and Literacy Education Primary 1**

Develops the knowledge, skills and attitudes associated with planning, teaching and assessing for students' learning in the English curriculum. Addresses questions such as: What do teachers need to know to teach the curriculum effectively? How do teachers' literacy competencies affect student learning? How do teachers balance the needs of the curriculum and the needs of learners?

*Restriction: ACE 920.351, EDCURR 202, EDCURRM 102*

**EDCURRIC 103** **15 Points**  
**Health and Physical Education**

Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. Addresses questions such as: How do teachers implement quality learning experiences based on the health and physical education curriculum for effective learning to occur for a diverse range of learners? How is learning monitored and assessed?

*Restriction: ACE 923.531, 923.631, EDCURR 108, EDCURRM 103*

**EDCURRIC 104** **15 Points**  
**Primary Mathematics and Statistics Education 1**

Develops knowledge and understanding of the nature of mathematics and statistics. Considers questions related to primary school mathematics and statistics education such as: What is the purpose and role of mathematics and statistics in the New Zealand Curriculum Framework? What is meant by thinking mathematically and statistically? What are the components of, and key concepts in, the national curriculum?

*Restriction: ACE 921.531, 921.631, EDCURR 203, EDCURRM 104*

**EDCURRIC 105** **15 Points**  
**Science Education Primary**

Develops an appreciation of the nature of science that supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning experiences based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is learning monitored and assessed?

*Restriction: ACE 924.531, EDCURR 204, EDCURRM 105*

**EDCURRIC 106** **15 Points**  
**Social Studies Education Primary**

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? How are curriculum requirements, teaching methodologies, management strategies and resources used to plan for students' diverse needs? How is learning monitored and assessed?

*Restriction: ACE 926.531, EDCURR 107*

**EDCURRIC 107** **15 Points**  
**Technology Education Primary**

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in Technology Education. Addresses

questions such as: What do teachers need to know about the nature and purpose of Technology Education? How do teachers design quality learning experiences for a diverse range of learners? How is learning monitored and assessed?

*Restriction: ACE 925.501, EDCURR 106, 209, EDCURRM 107*

#### **EDCURRIC 110**

**15 Points**

##### **Dance/Drama in the Early Years**

Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's dance and drama learning in early childhood. Addresses questions such as: Why are dance and drama important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we assess children's learning?

*Restriction: ACE 922.622*

#### **EDCURRIC 111**

**15 Points**

##### **Experiencing Technology**

Develops knowledge and understanding of the components of technological literacy as it relates to young children. Develops understanding of appropriate pedagogical strategies to enhance children's learning in technology. Addresses questions such as: What is technological literacy? How can we develop technological literacy in young children? What environments encourage children's exploration of technological experiences?

*Restriction: ACE 925.501, 925.601*

#### **EDCURRIC 112**

**15 Points**

##### **Hauora: Early Years Movement**

Develops knowledge and understanding of the place of movement in childhood development, growth and learning. Examines questions such as: What is the nature and purpose of physical activity in the early years? What learning and teaching strategies, teacher disposition and practices ensure quality experiences for learning of, through and about movement for diverse learners?

*Restriction: ACE 923.621*

#### **EDCURRIC 114**

**15 Points**

##### **Music in the Early Years**

Develops fundamental understanding of knowledge, skills, and attitudes required to assess, plan, and facilitate children's learning through listening, singing, moving, playing and creating with music. Addresses questions such as: What is the value of music in early childhood? How do teachers design quality-learning experiences that motivate and enhance children's learning through music?

*Restriction: ACE 922.523*

#### **EDCURRIC 115**

**15 Points**

##### **Science in the Early Years**

Develops an appreciation of the nature of science, which supports conceptual understandings and quality teaching and learning approaches to science education. Examines questions such as: How do teachers foster quality learning environments for infants, toddlers and young children based on the early childhood curriculum so that effective learning in science can occur for a diverse range of learners?

*Restriction: ACE 924.521*

#### **EDCURRIC 116**

**15 Points**

##### **Visual Arts in the Early Years**

Develops fundamental knowledge, skills and attitudes

associated with planning, teaching and assessing children's visual arts learning in early childhood. Addresses questions such as: Why is visual arts important to children's learning? What are effective design features of quality learning experiences that encourage individual responses from a diverse range of learners? How do we assess for children's learning?

*Restriction: ACE 922.624*

#### **EDCURRIC 130**

**15 Points**

##### **Physical Education Practice 1**

Introduces students to the practical foundations of physical education. Involves experiential learning including residential field-based experiences. Addresses such questions as: How do I perform selected physical activities, improve my technical knowledge of the competencies required in the selected activities, analyse selected movements and provide feedback to others?

*Restriction: ACE 923.555*

#### **EDCURRIC 131**

**15 Points**

##### **Physical Education Practice 2**

Develops students' competency and knowledge about the physical foundations of physical education. Emphasis is placed on experiential learning. Addresses such questions as: Do I have the knowledge and competence: to be able to perform selected physical activities, to apply appropriate technical knowledge to specific physical activities, and to analyse selected movements and provide feedback?

*Prerequisite: EDCURRIC 130*

#### **EDCURRIC 132**

**15 Points**

##### **Bio-physical Foundations of Health and Physical Education**

Introduces students to the anatomical and physiological foundations of Health and Physical Education with particular reference to the roles of body systems in human movement. Addresses such questions as: What roles do the musculo-skeletal systems play in movement and learning? How do the circulo-respiratory systems work during rest and activity? How do the neuro-muscular systems function to produce movement?

*Restriction: ACE 923.553, 923.554*

#### **EDCURRIC 133**

**15 Points**

##### **Concepts Underpinning Skilled Movement**

Introduces students to the bio-physical foundations of Health and Physical Education including the roles of skill acquisition and bio-mechanics in physical education contexts. Addresses such questions as: How can knowledge of the internal and external mechanics be applied to understand human movement? What is skill and how do people learn motor skills?

*Restriction: ACE 923.553, 923.554*

#### **EDCURRIC 134**

**15 Points**

##### **Expressive Movement and Physical Education**

Develops an understanding of purposeful expressive physical activity that embraces aesthetic and inherent cultural values in learning dance and te ao kori. Addresses such questions as: What knowledge do teachers need in a range of aesthetic and bicultural physical education contexts to develop this work in schools? What choreographic skills are needed for devising aesthetic movement compositions?

*Restriction: ACE 923.559*

#### **EDCURRIC 135**

**15 Points**

##### **Socio-cultural Foundations of Health and Physical Education**

Introduces subject matter knowledge in the socio-cultural foundations of Health and Physical Education.

Addresses such questions as: What is the nature of sport and why do people play it? In what ways is the body a cultural construct? What educational and cultural practices influence human movement culture and mediate understanding of human physicality?  
*Restriction: ACE 923.551*

## Stage II

### EDCURRIC 200 15 Points

#### Biophysical Concepts in Physical Education

Develops knowledge and understanding of exercise physiology and motor skill learning in the context of the teaching of Physical Education. Addresses such questions as: What role does physiology play during exercise? What physiological responses occur during, and as a result of exercise? What is the nature of skill learning? What theories inform our understanding of skill acquisition?

*Prerequisite: EDCURRIC 132, 133*

*Restriction: ACE 923.653, 923.654*

### EDCURRIC 202 15 Points

#### Languages and Literacy Education Primary 2

Deepens the knowledge, skills and attitudes associated with planning, teaching and assessing for individual students' learning in the English curriculum. Addresses questions such as: What are effective literacy practices for working with individual learners? How are wider concepts of literacy including bilingualism and biliteracy developed? How is learning monitored and assessed?

*Prerequisite: EDCURRIC 102*

*Restriction: ACE 920.631, 920.731, EDCURR 203, EDCURRM 202*

### EDCURRIC 204 15 Points

#### Primary Mathematics and Statistics Education 2

Develops the knowledge, skills and understanding for designing quality learning experiences for diverse learners. Considers questions related to primary school mathematics and statistics education such as: What are the concepts and learning progressions in the national curriculum? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?

*Prerequisite: EDCURRIC 104*

*Restriction: ACE 921.632, EDCURR 203, EDCURRM 204*

### EDCURRIC 210 15 Points

#### Infants/Toddlers Pedagogies

Critically examines the influences of historical and contemporary theory and practice for infants and toddlers. Develops pedagogies that are responsive to early learners. Addresses questions such as: How do such pedagogies address a responsive infant-toddler curriculum in the New Zealand context? How do relationship-based pedagogies address issues for teachers of infants and toddlers? What is the tension between education and care?

*Restriction: ACE 931.721*

### EDCURRIC 211 15 Points

#### Languages and Literacies

Develops knowledge, critical skills and dispositions associated with assessing, planning and teaching for children's learning in languages and literacies. Addresses questions such as: What do teachers need to know and be, to teach with diverse learners, family, whānau and communities? What resources and strategies maximise complexity and continuity such

that all children identify as competent and confident communicators in Aotearoa New Zealand?

*Restriction: ACE 920.621, 920.721*

### EDCURRIC 212 15 Points

#### Mathematics in the Early Years

Develops knowledge and understanding of early mathematical concepts and their relationship with holistic learning environments. Considers questions such as: What are early mathematical concepts? What is effective planning for mathematical possibilities within a play-based early childhood programme? What constitutes an holistic approach to mathematics learning?

*Restriction: ACE 921.521, 921.621*

### EDCURRIC 213 15 Points

#### Social Sciences Education

Develops knowledge, skills, dispositions associated with children's learning and social sciences education. Addresses questions such as: What do teachers need to know about belonging, contribution, family and community, and empowerment? What do teachers need to understand about culture and identity? How does pedagogical documentation support learning and teaching? What resources and strategies maximise contribution and participation?

*Restriction: ACE 926.521, 926.621*

### EDCURRIC 220 15 Points

#### Special Topic

### EDCURRIC 230 15 Points

#### Physical Education Ngā Kākano

Examines ngā tikanga Māori in the physical education context. Addresses such questions as: How can teachers understand what it is to be Māori? What is the cultural significance of Māori movement forms and ngā mahi a rēhia (games and pastimes)? What is a culturally responsive pedagogy? Includes marae based experiences where Māori values, traditions and beliefs are practised.

*Prerequisite: EDUC 142*

*Restriction: ACE 923.560*

### EDCURRIC 231 15 Points

#### Physical Education Practice 3

Further develops the knowledge, skills and dispositions relating to a practical knowledge base with emphasis being placed on integrating theory and practice. Involves practical learning and addresses such questions as: What knowledge is relevant to: 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*

*Restriction: ACE 923.557*

### EDCURRIC 232 15 Points

#### Physical Education Practice 4

Broadens the practical knowledge base of physical activities appropriate for inclusion in physical education. Emphasis is placed on practical learning about differing physical activity practices in our diverse society. Addresses such questions as: What is the place and range of possibilities of physical activity in contemporary society? How do different communities engage in physical activity?

*Prerequisite: 15 points from EDCURRIC 130, 131*

*Restriction: ACE 923.655, 923.656*



**EDCURRIC 233****15 Points****Youth Health Education**

Develops an understanding of adolescent health priorities in New Zealand and their influences on teaching and learning in schools. Addresses such questions as: Why is this subject important? What is the health status of adolescents in New Zealand? What content knowledge is relevant to teaching and learning in Health?

*Prerequisite:* EDUC 142

*Restriction:* ACE 923.558

**EDCURRIC 234****15 Points****Physical Activity and Health**

Examines human physiological responses to physical work and the research evidence linking health and physical activity. Addresses such questions as: What is the nature of work? How do humans respond and adapt to work? What activities promote adaptation to physical work? What is the veracity of the evidence linking physical activity and health?

*Prerequisite:* 45 points from EDUC 142, EDCURRIC 132, 133, 135

*Restriction:* ACE 923.653

**EDCURRIC 235****15 Points****Senior School Health and Physical Education**

Examines and critically evaluates Health and Physical Education in the New Zealand Curriculum and contemporary assessment and qualifications for Years 11-13. Addresses such questions as: What knowledge, skills and attitudes are required to teach and assess Year 11-13 students? What are the issues associated with the learning environments, teaching and assessment methods used by teachers at these levels?

*Prerequisite:* 45 points from EDUC 142, EDCURRIC 132, 133, 135

*Restriction:* ACE 923.658

**EDCURRIC 236****15 Points****Teaching Outdoor Education**

Examines the role of outdoor education as an educational process in physical education contexts. Involves camping and other experiential learning to develop outdoor skills, knowledge, attitudes and behaviours for teaching outdoor education in schools. Addresses such questions as: How does pedagogy and programme design support safe, effective learning in the outdoors? What are the legal responsibilities for teaching outdoor education?

*Restriction:* ACE 923.651

**EDCURRIC 237****15 Points****Recreation and Leisure**

Examines the nature of recreation and leisure in contemporary society. Addresses such questions as: How does leisure relate to concepts of lifestyle, work and play? What factors influence participation in recreation and leisure activities? How does one educate for leisure? Involves practical learning experiences.

*Restriction:* ACE 923.664

**EDCURRIC 239****15 Points****Teaching and Coaching Sport**

Examines principles and practices associated with teaching and coaching sport. Emphasis is given to practice in applied settings. Addresses such questions as: What is the role of the coach? How do coaches provide quality coaching and management of sports teams? What knowledge is relevant to coaching sport?

How do coaches analyse the playing environment and needs of players?

*Restriction:* ACE 923.668

**Stage III****EDCURRIC 301****15 Points****Social Critical Literacies**

Critically examines subjective positions from which groups and individuals make sense of the world and act in it. Asks questions such as: What does it mean to be socially and critically literate? How can critical literacies be used to challenge our subjectivities and assumptions? How do these manifest themselves in teaching and learning processes?

*Prerequisite:* 225 points passed in the BEd(Tchg)

**EDCURRIC 302****15 Points****Physical and Aesthetic Literacies: Primary**

Critically examines the nature of physical and aesthetic literacies and the pedagogies that might be used to develop such literacies in learners. Asks questions such as: What are physical and aesthetic literacies? How do these literacies contribute to the development of self? What pedagogies may support physical and aesthetic ways of knowing and being?

*Prerequisite:* 225 points passed in the BEd(Tchg)

**EDCURRIC 303****15 Points****Scientific and Technological Literacies: Primary**

Develops a critical view of scientific and technological literacies and an understanding of their inter-relationship within a range of learning environments. Asks questions such as: What are scientific and technological literacies? What do teachers need to know to be scientifically and technologically literate? How can teachers develop a quality science/technology learning environment?

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 307****15 Points****Junior Primary**

Investigates quality teaching and learning across the curriculum for learners in Years 0-3. Addresses questions such as: What constitutes effective teaching for diverse learners at these levels? How can curriculum be integrated at this level and how can the effectiveness of this integration be monitored?

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 308****15 Points****Middle Primary**

Investigates quality teaching and learning across the curriculum for learners in Years 4-6. Addresses questions such as: What constitutes effective teaching for diverse learners at these levels? How can curriculum be integrated at this level and how can the effectiveness of this integration be monitored?

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 309****15 Points****Senior Primary**

Investigates quality teaching and learning across the curriculum for learners in Years 7-8. Addresses questions such as: What constitutes effective teaching for diverse learners at these levels? How can curriculum be integrated at this level and how can the effectiveness of this integration be monitored?

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 310 15 Points****Pasifika Learners**

Examines what helps Pasifika learners to succeed in New Zealand education. Addresses questions such as: Who are Pasifika learners? How is Pasifika success addressed in classrooms/centres? How can the study of Pasifika learners help promote effective teaching in multiethnic primary and intermediate schools in New Zealand?

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 311 15 Points****Junior Primary Pasifika Focus**

Focuses on the teaching of the NZ curriculum framework in Years 0-3 with particular attention to Pasifika learners. Addresses questions such as: What do teachers need to know to teach the curriculum effectively with Pasifika children in Years 0-3? What teaching approaches and resources maximise Pasifika student success in Years 0-3?

*Prerequisite:* At least 225 points passed in the BEd(Tchg)

**EDCURRIC 312 15 Points****Middle and Senior Primary Pasifika Focus**

Examines principles and practices of excellent teaching in Years 4-8, with particular attention to Pasifika student success. Addresses questions such as: What do teachers need to know and utilise in classroom practices to teach the curriculum effectively with Pasifika children in Years 4-8? Also addresses the wider context of excellent teaching in multiethnic schools.

*Prerequisite:* At least 225 points passed in the BEd(Tchg)

**EDCURRIC 313 15 Points****Play and Pedagogy**

Develops a critical understanding of play within a broader context of learning and teaching. Addresses questions such as: How do varied theoretical and philosophical perspectives on play impact on personal pedagogy? What are the pedagogical implications of positioning play as the interface between individual freedom and social constraint? What is the significance of play for adult creativity, communication and citizenship?

*Prerequisite:* At least 225 points passed

*Restriction:* ACE 931.723, EDCURRIC 215

**EDCURRIC 315 15 Points****Special Topic****EDCURRIC 322 15 Points****Special Study****EDCURRIC 333 15 Points****Advanced Youth Health Education**

Critically examines social determinants of adolescent health in New Zealand and analyses their relevance to the Health and Physical Education curriculum. Addresses such questions as: How is the health teacher's role determined by adolescent health issues? What pedagogical practices in health education address adolescent health status?

*Prerequisite:* EDCURRIC 233

*Restriction:* ACE 903.754

**EDCURRIC 334 15 Points****Exercise and Physical Education**

Critically examines and applies knowledge about exercise practices in physical education contexts. Addresses such questions as: What evidence base supports current exercise principles? How

can the diverse exercise needs of students be addressed in physical education contexts? What issues and dilemmas are associated with current exercise practices? What influences how exercise is programmed in a physical education context?

*Prerequisite:* EDCURRIC 234

*Restriction:* ACE 923.653

**EDCURRIC 335 15 Points****Research Study in Health and Physical Education**

Examines research philosophy, approaches and methods in education as a basis for informing professional practice in health and physical education. Addresses such questions as: How can teachers use research to inform their teaching? What represents quality research in educational settings? What issues influence the design and conduct of a research project?

*Prerequisite:* At least 60 points from EDCURRIC 230-241, 333-337

*Restriction:* ACE 923.761

**EDCURRIC 338 15 Points****Enhancing Teaching Through Science**

Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 924.602, EDCURRIC 260

**EDCURRIC 339 15 Points****Developing Classroom Mathematics Programmes**

Develops knowledge and understanding of classroom mathematics procedures and learning environments. Examines the integrated nature of learning, teaching and assessment with respect to long term programmes. Aims to further develop teacher confidence in, and positive attitudes toward, the teaching and learning of mathematics through critical analysis and personal reflection.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 921.731

**EDCURRIC 341 15 Points****Solving Science Education Issues**

An in-depth analysis of a social, political or cultural issue in learning and teaching in science in Years 1-10 and early childhood education with an emphasis on programme design.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 924.701

**EDCURRIC 343 15 Points****Indigenous Issues in Social Studies**

An examination of indigenous issues and perspectives as they relate to the teaching and learning of Social Studies.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 926.701

**EDCURRIC 344 15 Points****Social Studies: Changes and Challenges**

An examination of changes in the New Zealand Social Studies curriculum since 1940; the nature and purpose of Social Studies education; citizenship in a



diverse society; planning for teaching, learning and assessment in Social Studies; challenges associated with planning engaging and effective Social Studies programmes.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE C04.44

#### **EDCURRIC 345 15 Points** **Literacy in the Primary School**

An exploration of a variety of literacy processes, approaches, strategies and resources relevant to literacy learning and teaching in the New Zealand primary school curriculum. The emphasis will be on the place of reading and its relationship to oral, written and visual language.

*Restriction:* ACE 798.702

#### **EDCURRIC 346 15 Points** **Motivating Language Learners**

Knowledge of the theories, content and resources relevant to effective language programmes for Years 5-10 will be developed.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 920.706

#### **EDCURRIC 347 15 Points**

#### **EDCURRIC 347A 7.5 Points**

#### **EDCURRIC 347B 7.5 Points**

#### **Helping Children Succeed in Maths**

The development of a theoretical base for analysing children's mathematics understanding and associated pedagogies.

*Restriction:* ACE 795.706

*To complete this course students must enrol in EDCURRIC 347 A and B, or EDCURRIC 347*

#### **EDCURRIC 349A 7.5 Points**

#### **EDCURRIC 349B 7.5 Points**

#### **Understanding and Extending Mathematical Thinking**

An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners' naive conceptions and subsequent planning for teaching thinking strategies.

*Restriction:* ACE 796.709

*To complete this course students must enrol in EDCURRIC 349 A and B*

#### **EDCURRIC 350 15 Points** **Using Investigative Approaches**

An examination of investigative approaches to the teaching and learning of mathematics within the context of problem solving.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 921.705

#### **EDCURRIC 351 15 Points** **3D Visual Arts Processes**

An exploration of some approaches to three-dimensional processes that may be used in primary and early childhood educational settings. The emphasis will be on learning about visual arts education through practical understanding. The place of the visual arts within the curriculum will be examined as well as the significance and implications of the curriculum for teaching.

*Prerequisite:* EDCURRIC 356

*Restriction:* ACE 922.704

#### **EDCURRIC 352 15 Points**

#### **Toi Ataata for the Classroom**

An advanced exploration of the special nature of Māori art with emphasis on participation in practical activities.

*Prerequisite:* EDCURRIC 356

*Restriction:* ACE C14.36

#### **EDCURRIC 353 15 Points** **Multicultural Art Education**

An investigation of the theory of multicultural art education including a critical examination of contemporary developments and debates about multicultural issues. There will be an emphasis on practical workshops and the development of appropriate programmes.

*Prerequisite:* EDCURRIC 356

*Restriction:* ACE 793.702

#### **EDCURRIC 354 15 Points** **Printmaking for Teaching**

An investigation of selected printmaking approaches and an examination of the processes involved in initiating, developing and refining printed art works. A printmaking programme will be developed, implemented and critically evaluated.

*Prerequisite:* EDCURRIC 356

*Restriction:* ACE 793.703

#### **EDCURRIC 355 15 Points** **Painting for Teaching**

An investigation of selected painting approaches and an examination of the processes involved in initiating, developing and refining painted art works. A painting programme will be developed, implemented and critically evaluated.

*Prerequisite:* EDCURRIC 356

*Restriction:* ACE 793.704

#### **EDCURRIC 356 15 Points** **Teaching and Learning in the Visual Arts**

Extends the theoretical and practical knowledge base for visual arts teaching and learning. Examines pedagogies used to support the development of visual arts literacy. Connects learning in the visual arts with the guiding structures of national curriculum documents and investigates issues such as addressing diversity and using new technologies. Identifies action and reflection practices that enhance visual arts learning.

*Restriction:* ACE 922.704

#### **EDCURRIC 357 15 Points** **Dance Studies**

An exploration of the processes underlying creation and presentation of dance performance. There will be opportunity, through practical and theoretical activities, to develop abilities to integrate elements of dance and choreography.

*Restriction:* ACE 795.703

#### **EDCURRIC 358 15 Points** **Learning Through Dance**

An exploration of the theoretical and practical underpinnings of the practice of dance and movement. Arts collaboration and cross-curricular programmes in movement and dance will be investigated.

*Restriction:* ACE 796.704

#### **EDCURRIC 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

*Restriction:* ACE 925.601, EDCURRIC 265

### **EDCURRIC 361** **The Performance Arts in Education** **15 Points**

A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 795.705

### **EDCURRIC 362** **Drama and Learning** **15 Points**

An examination of the learning processes initiated by the use of drama in the classroom with a particular focus on language use. There will be opportunity to design, implement and evaluate drama programmes.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE C28.11

### **EDCURRIC 363** **Drama Studies** **15 Points**

An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.

*Restriction:* ACE 795.704

### **EDCURRIC 364** **Special Topic** **15 Points**

### **EDCURRIC 365** **Special Topic** **15 Points**

### **EDCURRIC 366** **Special Topic** **15 Points**

### **EDCURRIC 367** **Teaching Children's Literature** **15 Points**

A close examination of selected children's literature texts (focusing mainly on novels and picture books) with reference to literary and pedagogical theories. Implications for classroom practice are critically examined.

*Restriction:* ACE B03.12, EDCURRIC 262

### **EDCURRIC 368** **Initiating and Supporting Learning in Music** **15 Points**

Development of the knowledge base for the teacher of Music, linking curriculum design and principles with practical experience of The Arts in the New Zealand Curriculum document, while offering opportunities for reflection on practice.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* ACE 922.705

### **EDCURRIC 369A** **7.5 Points**

### **EDCURRIC 369B** **7.5 Points**

#### **Mathematical Literacy for Lower-achieving Students**

Approaches for teaching individuals or small groups who have been identified as achieving below expectations in mathematics in New Zealand primary and secondary schools will be explored. Numeracy assessment tools that identify the problems that

students have with mathematical language and mathematical symbols will be explored.

*Prerequisite:* EDCURRIC 349

*To complete this course students must enrol in EDCURRIC 369 A and B*

### **Stage IV**

### **EDCURRIC 430** **Curriculum Issues in Health and Physical Education** **15 Points**

Critically examines the construction of health and physical education in the curriculum. Addresses questions such as: What stands for health and physical education in the curriculum? What contemporary issues face health and physical education teachers? What factors influence how curriculum is constructed and experienced?

*Prerequisite:* At least 60 points from EDCURRIC 230–241, 333–337

*Restriction:* ACE 923.762

### **EDCURRIC 431** **Physical Education Pedagogy** **15 Points**

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:* EDPFST 303

*Restriction:* ACE 923.752

### **EDCURRIC 432** **Research Project in Health and Physical Education** **15 Points**

*Prerequisite:* EDCURRIC 337 and approval of Head of Programme required

*Restriction:* ACE 923.761

### **EDCURRIC 433** **The Health Educator** **15 Points**

Critically analyses the professional responsibilities and roles of health educators in schools. Addresses such questions as: What are the issues and dilemmas associated with teaching health education? What values and beliefs underpin teaching approaches in health education? How is health education influenced by external factors? How do teachers resolve ethical and professional dilemmas and challenges related to teaching this subject?

*Prerequisite:* EDCURRIC 235, 333

*Restriction:* ACE 923.758

### **Diploma Courses**

### **EDCURRIC 603** **Arts Education** **10 Points**

Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art. Addresses such questions as: Why are the arts important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we monitor and assess achievement?

*Restriction:* ACE 722.631

- EDCURRIC 604** **10 Points**  
**Health and Physical Education**  
 Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. It will examine such questions as: How are teachers informed in these subjects? How do teachers implement quality learning experiences based on the health and physical education curriculum for effective learning to occur for a diverse range of learners?  
*Restriction: ACE 723.631*
- EDCURRIC 605** **10 Points**  
**Language and Literacy Education 1**  
 Develops knowledge, skills and dispositions necessary for planning, teaching and assessment for learning in the language and literacies curricula. Addresses such questions as: What do teachers need to know, and to be, to teach diverse learners in the junior school? What resources, strategies and approaches maximise literacy achievement so that all children identify themselves as competent and confident communicators?  
*Restriction: ACE 720.631*
- EDCURRIC 606** **10 Points**  
**Language and Literacy Education 2**  
 Deepens knowledge, skills and dispositions about language, literacy and biliteracy necessary for integrated planning, teaching and assessment. Addresses such questions as: What resources, strategies and approaches will support independence in oral, written and visual literacy, including information processing? What does a teacher need to know to ensure achievement for literacy learners in the middle and upper primary school?  
*Prerequisite: EDCURRIC 605*  
*Restriction: ACE 720.731*
- EDCURRIC 608** **10 Points**  
**Mathematics and Statistics Education 1**  
 Develops knowledge and understanding of the nature of mathematics and statistics by addressing questions related to primary school mathematics and statistics education, such as: What is the purpose and role of mathematics and statistics in the New Zealand Curriculum Framework? What is meant by, thinking mathematically and statistically? What are the components and key concepts in the national curriculum?  
*Restriction: ACE 721.638*
- EDCURRIC 609** **10 Points**  
**Mathematics and Statistics Education 2**  
 Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics and statistics for diverse learners by addressing questions related to primary school mathematics and statistics education, such as: What are the mathematical and statistical concepts and learning progressions in the national curriculum? What theoretical models best inform understanding? What constitutes effective teaching practices?  
*Prerequisite: EDCURRIC 608*  
*Restriction: ACE 721.738*
- EDCURRIC 610** **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?

*Restriction: ACE 724.731*

**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?

*Restriction: ACE 726.631*

**EDCURRIC 612** **10 Points**  
**Technology Education**

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in the Technology Education curriculum. Addresses questions such as: What do teachers need to know about the nature and purpose of the curriculum? How do teachers design quality learning experiences based on the curriculum so that effective learning can occur for a diverse range of learners?

*Restriction: ACE 725.631*

**EDCURRIC 613** **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 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.

*Restriction: ACE 731.724*

#### **EDCURRIC 631 15 Points**

##### **Languages and Cultures**

Develops knowledge, skills and attitudes associated with the planning, teaching and assessing of languages and literacies. Addresses such questions as: What are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whānau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

*Restriction: ACE 920.721*

#### **EDCURRIC 632 15 Points**

##### **The Arts**

Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as: How do specific learning and teaching approaches and strategies motivate and enhance all children's learning?

*Restriction: ACE 922.621*

#### **EDCURRIC 633 15 Points**

##### **Te Ao Māori Early Childhood Education**

Develops competence in Te Reo Māori and mātauranga Māori. Addresses the needs and aspirations of Māori learners and communities in order to improve educational outcomes. Critically reviews Te Tiriti o Waitangi and Māori pedagogies in relation to teachers' practices. Addresses questions such as: What are the historical and contemporary research and issues for Māori in education?

#### **EDCURRIC 634 15 Points**

##### **Hauora**

Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social sciences. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching

approaches and resources enhance the well-being and participation of children in a diverse society?

#### **EDCURRIC 635 15 Points**

##### **Exploration**

Develops pedagogical content knowledge and understanding in science, mathematics and technology. Considers such questions as: What are key early concepts, processes and possible learning progressions? What constitutes effective learning and teaching approaches to promote children's exploration?

*Restriction: ACE 521.625*

### **Postgraduate 700 Level Courses**

#### **EDCURRIC 703 30 Points**

##### **Issues in Science and Technology Education**

Critically explores contentious issues in science and technology education, and develops an appreciation of complexities and inter-relationships. Provides theoretical underpinning for the development of pedagogical practice for teachers aimed at supporting students' informed discussion about contentious issues in science and technology.

*Restriction: EDPROFST 775*

#### **EDCURRIC 704 30 Points**

##### **Teaching for Scientific Literacy**

A detailed exploration, focusing on the merits and challenges, of the concept of scientific literacy. Topics will include the nature of science; the process of scientific inquiry; and the role of science education in improving public understanding of science.

*Restriction: ACE 824.801, EDPROFST 729*

#### **EDCURRIC 708 30 Points**

##### **EDCURRIC 708A 15 Points**

##### **EDCURRIC 708B 15 Points**

##### **Special Topic**

*To complete this course students must enrol in EDCURRIC 708 A and B, or EDCURRIC 708*

#### **EDCURRIC 710 30 Points**

##### **Learning and Language in Mathematics Education**

An examination of the application of psychological theories of learning and language to mathematics education. General issues such as attitude and gender difference may also be addressed.

*Restriction: EDUC 761, EDPROFST 720*

#### **EDCURRIC 711 30 Points**

##### **Development of Students' Mathematical Concepts**

A critical examination of recent research on students' learning of specific aspects of mathematics.

*Restriction: EDUC 762, EDPROFST 721*

#### **EDCURRIC 713 30 Points**

##### **Refining Your Mathematics Practice**

A critical examination of a variety of theoretical frameworks, including social, cultural and political aspects, relating to Mathematics and Statistics learning and teaching in New Zealand educational contexts.

*Restriction: ACE 821.802, 821.902, EDPROFST 718*

#### **EDCURRIC 714 30 Points**

##### **EDCURRIC 714A 15 Points**

##### **EDCURRIC 714B 15 Points**

##### **Exploring Mathematical Thinking**

Provides an opportunity for teachers to critique historical number systems as a way of illuminating

theoretical issues, and informing their teaching practice, around learning number and place value concepts.

*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 EDCURRIC 714*

*To complete this course students must enrol in EDCURRIC 715 A and B, or EDCURRIC 715*

**EDCURRIC 717 30 Points**

**EDCURRIC 717A 15 Points**

**EDCURRIC 717B 15 Points**

#### **Development of Numeracy Practice**

A critical examination of the following themes: theories of learning and models of teaching of numeracy and their effects on students' mathematics learning; New Zealand government policy on mathematics education since 1950 and its influences on teaching numeracy; the influence of central government on curriculum materials in selected countries.

*Restriction: ACE 821.806, EDPROFST 719*

*To complete this course students must enrol in EDCURRIC 717 A and B, or EDCURRIC 717*

**EDCURRIC 718 30 Points**

**EDCURRIC 718A 15 Points**

**EDCURRIC 718B 15 Points**

#### **Special Topic**

*To complete this course students must enrol in EDCURRIC 718 A and B, or EDCURRIC 718*

**EDCURRIC 724 30 Points**

#### **Technological Literacy**

An advanced understanding of technological literacy by an exploration of technology as a domain. The implications of the need for a broad technological literacy for classroom practice in varied educational settings will be explored.

*Restriction: ACE 825.801, EDPROFST 730*

**EDCURRIC 728 30 Points**

**EDCURRIC 728A 15 Points**

**EDCURRIC 728B 15 Points**

#### **Special Topic**

*To complete this course students must enrol in EDCURRIC 728 A and B, or EDCURRIC 728*

**EDCURRIC 729 30 Points**

**EDCURRIC 729A 15 Points**

**EDCURRIC 729B 15 Points**

#### **Special Study**

*To complete this course students must enrol in EDCURRIC 729 A and B, or EDCURRIC 729*

**EDCURRIC 740 30 Points**

#### **Special Topic**

**EDCURRIC 750 30 Points**  
**Special Topic**

**EDCURRIC 760 30 Points**  
**Special Topic**

**EDCURRIC 761 30 Points**

#### **Critical Issues in Health and Physical Education**

Critically examines the nature of health and physical education in society, investigating factors that influence, or have influenced, how health and physical education are, or have been, constructed and experienced. Addresses issues facing health and physical education, from historical, contemporary, and future orientations.

*Restriction: EDCURRIC 430*

**EDCURRIC 762 30 Points**

#### **Critical Perspectives of Health and Physical Education Pedagogy**

Adopts a critical perspective to knowledge (re)production in HPE and interrogates what counts as 'official' knowledge in HPE and how HPE pedagogies contribute to particular knowledge and understandings in regard to physical activity, the body and health. Critical, feminist and other pedagogies will be considered in regard to claims made for HPE as providing equitable, empowering opportunities for young people in schools.

*Restriction: EDCURRIC 431*

**EDCURRIC 763 30 Points**  
**Special Topic**

**EDCURRIC 771 30 Points**

#### **Social Sciences Education in Practice**

A critical examination of curriculum and practice in social sciences education in educational settings. Considers a range of theoretical perspectives on the development and teaching of social sciences subjects and applies understandings to personal professional practice.

*Restriction: EDPROFST 726*

**EDCURRIC 772 30 Points**

#### **Curriculum Development and Design**

Examines historical developments in the design of curriculum within early childhood, primary and secondary education sectors and the ways in which these developments reflect changed conceptions of school subjects and learning areas. Investigates the processes that influence interpretation of curriculum and evaluates design in relation to these processes. Students apply understandings to a selected curriculum area.

*Restriction: EDUC 781, EDPROFST 778*

**EDCURRIC 780 30 Points**

#### **Psychology of Writing**

An advanced study of contemporary theories, research and ideas that relate to the psychology of writing. This includes particular consideration of the development of expertise in writing and the role of instruction. Implications for practice will be at the forefront in the examination of theory and research.

*Restriction: EDPROFST 754*

**EDCURRIC 781 30 Points**

#### **Theories and Literacy Intervention**

Examines and evaluates literacy intervention theories and assessment methodologies relating to early and emerging literacy, models of literacy processing and pedagogical implications. Evaluates recent and seminal research and theory related to



literacy difficulties, comparative research on literacy interventions, and applies and reflects on theoretical knowledge in relation to assessment and teaching of individual children with literacy difficulties.

*Restriction: EDPROFST 780*

### **EDCURRIC 783** **30 Points** **Reading Recovery Practice**

Explains the objectives of, and critically evaluates, the programme of study for Reading Recovery Tutors. Critically evaluates adult professional learning literature and research, reflective practice and its applicability to Reading Recovery. Applies critical understanding of literacy processing and Reading Recovery practices in order to support Reading Recovery practitioners' work with young children having difficulty in literacy learning.

*Restriction: EDPROFST 783*

### **EDCURRIC 784** **30 Points** **Implementation of Reading Recovery**

Investigates and appraises structures required for Reading Recovery to be implemented effectively in international education systems, including the leadership role in coordinating, and evaluating the delivery of Reading Recovery and appraising changes and refinements needed to sustain existing implementations and support new developments. Issues impeding or facilitating effective implementation and the efficacy of Reading Recovery for subgroups of children are investigated.

*Restriction: EDPROFST 786*

### **EDCURRIC 788** **15 Points** **Special Study**

### **EDCURRIC 789** **30 Points**

### **EDCURRIC 789A** **15 Points**

### **EDCURRIC 789B** **15 Points** **Special Study**

*To complete this course students must enrol in EDCURRIC 789 A and B, or EDCURRIC 789*

### **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.

*Restriction: EDUC 767*

### **EDCURRIC 796** **120 Points**

### **EDCURRIC 796A** **60 Points**

### **EDCURRIC 796B** **60 Points** **MEd Thesis**

*To complete this course students must enrol in EDCURRIC 796 A and B, or EDCURRIC 796*

### **EDCURRIC 797** **60 Points**

### **EDCURRIC 797A** **30 Points**

### **EDCURRIC 797B** **30 Points**

### **MEd Dissertation**

*To complete this course students must enrol in EDCURRIC 797 A and B, or EDCURRIC 797*

## **Education Foundation**

### **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.

*Restriction: ACE 480.405, 453.401*

### **EDFOUND 13F** **15 Points** **Child Development and Learning**

An overview of language and learning development, introducing strategies for helping children to develop as learners and readers.

*Restriction: ACE 481.405, 451.402*

### **EDFOUND 14F** **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.

*Restriction: ACE 481.502*

### **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: EDCURRIC 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.

*Restriction: ACE 481.404*

To complete this course students must enrol in EDUCM 739 A and B, or EDUCM 739

## Education Practice

### Stage I

#### EDPRAC 101 15 Points

##### The Professional Teacher: Primary 1

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of emerging pedagogical practice.

*Prerequisite:* Any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 911.531, EDPROF 100, EDPRAC 102, 103, EDPRACM 101

#### EDPRAC 102 15 Points

##### The Professional Teacher: Early Childhood 1

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of effective emerging pedagogical practice.

*Prerequisite:* Any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 911.521, EDPRAC 101, 103, EDPRACM 101

#### EDPRAC 103 15 Points

##### The Professional Teacher: Health and Physical Education

Develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses such questions as: What does it mean to be a teacher, to be a professional, and to establish professional relationships in complex environments? Requires demonstration of developing pedagogical practice.

*Restriction:* ACE 923.551, EDPRAC 101, 102, EDPRACM 101

### Stage II

#### EDPRAC 201 15 Points

##### Practicum Primary 2

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach 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:* ACE 912.631, 912.731, EDPROF 200, 210, EDPRAC 202, 203, EDPRACM 201

#### EDPRAC 202 15 Points

##### Practicum Early Childhood 2

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience.

Addresses questions such as: How do I teach responsively and purposefully; establish and maintain professional relationships in complex environments and manage the learning environment effectively and professionally to enable success for learners? Requires demonstration of effective developing pedagogical practice.

*Prerequisite:* EDPRAC 102 or EDPRACPK 102 and any 75 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 912.621, 912.721, EDPRAC 201, 203, EDPRACM 201

#### EDPRAC 203 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:* ACE 923.552, EDPRAC 201, 202, EDPRACM 201

### 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:* ACE 923.660, EDPRAC 301, 302, EDPRACM 301

#### EDPRAC 305 30 Points

##### EDPRAC 305A 15 Points

##### EDPRAC 305B 15 Points

##### Practicum: Enabling Achievement Primary

Refines an emerging philosophy and effective pedagogy through integrating research, theory and practical experience. Addresses questions such as: What are my moral, ethical and legal obligations as a teacher? How do I manage complexities of teaching professionally in order to create and sustain purposeful learning environments and enable achievement for all learners? Requires demonstration of effective, informed and ethical pedagogical practice.

*Prerequisite:* EDPRAC 201 and any 180 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 912.732, EDPROF 300, 310, EDPRAC 301, 302, 303, EDPRACM 301

To complete this course students must enrol in EDPRAC 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:* ACE 912.732, EDPROF 300, 310, EDPRAC 301, 302, 303, EDPRACM 301

*To complete this course students must enrol in EDPRAC 306 A and B, or EDPRAC 306*

#### Stage IV

#### **EDPRAC 403** **Advanced Health and Physical Education Practicum** **15 Points**

Critically evaluates personal pedagogy to consolidate understanding and management of the learning and teaching processes. Requires demonstration of informed and ethical practice and addresses such questions as: How do I manage the complexity of teaching?

*Prerequisite:* EDPRAC 303

*Restriction:* ACE 923.760

#### Diploma Courses

#### **EDPRAC 601** **Teaching Diverse Learners 1** **15 Points**

Uses theory, research and practice to develop knowledge, skills, attitudes and beliefs associated with effective pedagogical practice for diverse learners. Questions include: How do the moral and ethical dimensions of practice influence teacher's work and children's learning? How do planning, assessment organisation and classroom management support learning? How can critical reflection support practice? Requires demonstration of developing an effective pedagogy.

*Restriction:* ACE 711.731, EDPROF 602, 609, 612, 614

#### **EDPRAC 602** **Teaching Diverse Learners 2** **15 Points**

Uses theory, research and practice to refine knowledge, skills, attitudes and beliefs associated with effective pedagogical practice for diverse learners. Questions include: What does it mean to align a personal philosophy of teaching with effective pedagogical practice? How do beginning teachers sustain effective teaching in complex education environments? Requires demonstration of an informed and ethical pedagogical practice.

*Prerequisite:* EDPRAC 601

*Restriction:* ACE 711.731, EDPROF 602, 609, 612, 614

#### **EDPRAC 603** **Professional Contexts and Practicum** **15 Points**

Uses an evidence-based approach and integrates research, theory and practical experience in examining the contemporary contexts of secondary schooling. Addresses questions such as: What does it mean to be a professional? What does it mean to manage classrooms and teach effectively? How do national policy and local circumstances impact on the role of the secondary teacher? Requires demonstration of developing pedagogical practice.

#### **EDPRAC 604** **Professional Issues and Practicum** **15 Points**

Uses an evidence-based approach and integrates research, theory and practical experience in examining the professional, legal and ethical expectations of secondary teaching and the management of self in relation to these. Addresses questions such as: How can teachers best manage the interpersonal

and cognitive dimensions and complexities of their role? Requires demonstration of effective pedagogical practice.

*Prerequisite:* EDPRAC 603

#### **EDPRAC 605** **Teaching Portfolio Secondary 1** **15 Points**

Explores and develops a specific area of professional learning for a person currently teaching in a secondary school. Addresses questions such as: What does it mean to be a learning professional? How do national policy and local circumstances impact on professional practice? How can the reflective process contribute towards professional development? How can current practice be further refined?

*Restriction:* EDPRAC 603, 604

#### **EDPRAC 606** **Teaching Portfolio Secondary 2** **15 Points**

Integrates research, theory and practical experience in examining the pedagogical practice of a person currently teaching in a secondary school. Addresses questions such as: What is the alignment between current practice and cultural, social, and political parameters of the educational setting? What does it mean to practice effectively in complex environments? Requires demonstration of effective pedagogical practice.

*Prerequisite:* EDPRAC 605

*Restriction:* EDPRAC 603, 604

#### **EDPRAC 607** **30 Points**

#### **EDPRAC 607A** **15 Points**

#### **EDPRAC 607B** **15 Points**

#### **Professional Practice in Context**

Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in primary and middle school contexts. Addresses what it means to establish effective professional relationships and to teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.

*To complete this course students must enrol in EDPRAC 607 A and B, or EDPRAC 607*

#### **EDPRAC 608** **30 Points**

#### **EDPRAC 608A** **15 Points**

#### **EDPRAC 608B** **15 Points**

#### **Professional Learning in Practice**

Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in secondary school contexts. Questions include: what does it mean to establish positive professional relationships and to teach inclusively and purposefully in complex environments? Requires demonstration of informed and ethical pedagogy.

*Restriction:* EDPRAC 603, 604

*To complete this course students must enrol in EDPRAC 608 A and B, or EDPRAC 608*

#### **EDPRAC 621** **Conceptualising Practice** **15 Points**

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience in early childhood settings. Addresses questions such as: What does it mean to establish effective professional relationships, practice effectively and teach purposefully in complex environments? Requires demonstration of developing pedagogical practice.

*Restriction:* ACE 912.721

**EDPRAC 622 15 Points****Pedagogy in Practice**

Refines knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Explores such questions as: What does it mean to be a teacher and manage complexities in order to create and sustain purposeful learning environments? What are the moral, ethical and legal obligations of a teacher? Requires demonstration of effective and ethical pedagogical practice.

*Prerequisite:* EDPRAC 621, EDCURRIC 630–635

*Restriction:* ACE 912.722

**Postgraduate 700 Level Courses****EDPRAC 701 60 Points****EDPRAC 701A 30 Points****EDPRAC 701B 30 Points****Investigating Practice**

Focuses on beginning teacher learning through the development of a portfolio of professional practice that reflects advanced knowledge, understandings and skills of critical inquiry developed during the course. Includes a supervised investigation of a selected aspect of professional practice.

*Prerequisite:* 30 points from EDUC 774, 787, EDPRAC 751, EDPROFST 750, 756, 757, 758

*To complete this course students must enrol in EDPRAC 701 A and B, or EDPRAC 701*

**EDPRAC 702 30 Points****Investigating Practice in Educational Settings**

Adopts an inquiry-based approach to develop professional knowledge, skills, and dispositions for effective teaching. Investigates what it means to practise effectively in complex educational contexts and examines the alignment between current practice and the enabling cultural, social, and political parameters of an educational setting. Requires demonstration of effective pedagogical practice.

*Prerequisite:* EDPRAC 303

**EDPRAC 751 30 Points****Special Topic****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 101 15 Points****Pakirehua Ngāio: Te Ao Pouako**

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating

research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of effective emerging pedagogical practice.

*Prerequisite:* Any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 911.511, EDPRAC 101, 102

**Stage II****EDPRACM 201 15 Points****Noho ā kura: Te Taiao Ako**

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach 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:* ACE 912.611, 912.711, EDPRAC 201, 202

**Stage III****EDPRACM 302 30 Points****EDPRACM 302A 15 Points****EDPRACM 302B 15 Points****Noho ā kura: Te Whakatairanga Paetae Mātauranga**

Refines an emerging philosophy and effective pedagogy through integrating research, theory and practical experience. Addresses questions such as: What are my moral, ethical and legal obligations as a teacher? How do I manage complexities of teaching professionally in order to create and sustain purposeful learning environments and enable achievement for all learners? Requires demonstration of effective, informed and ethical pedagogical practice.

*Prerequisite:* EDPRACM 201 and any 180 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 912.712, EDPRAC 301, 302, EDPRACM 301

*To complete this course students must enrol in EDPRACM 302 A and B, or EDPRACM 302*

**Education Practice Pasifika****Stage I****EDPRACPK 102 15 Points****Faiakoga o akoga kamata 1**

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. What does it mean to be a teacher in Pasifika and general ECE settings? What does it mean to be a professional? How are teachers learners? How do teachers use Pasifika languages and cultures in professional relationships? Requires demonstration of effective emerging pedagogy.

*Prerequisite:* Any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* ACE 911.521, EDPRAC 101, 102, 103, EDPRACM 101



## Education (Professional)

### Postgraduate 700 Level Courses

#### EDPROF 700 15 Points Interdisciplinary Pedagogy in New Zealand

Critically analyses the bicultural, 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.

### Education Professional Studies

#### 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: ACE 902.601, EDUC 114, MĀORI 107*

#### EDPROFST 101 15 Points Hauora: Early Years Wellbeing

Develops knowledge and understandings of issues and practices relating to the wellbeing of children, families and communities in early years education. Founded in Te Whāriki's three goals of wellbeing and incorporating key concepts of the Health and Physical Education Curriculum. Examines the impact of socioecological factors on wellbeing.

*Restriction: ACE 923.521*

#### Stage II

#### EDPROFST 203 15 Points Teaching Health and Physical Education 1

Integrates research, theory and practical experience to inform a developing pedagogy. Addresses such questions as: What knowledge, skills and attitudes are essential to teaching health and physical education? What does it mean to be a research informed inquiry-based practitioner? How is my teaching influenced by my personal beliefs, values and experiences? How do attitudes to difference and diversity influence learning?

*Prerequisite: EDPRAC 103*

*Restriction: ACE 923.552, EDPROFST 201, 202, EDPROFM 201*

#### EDPROFST 204 15 Points Te Whāriki for Diverse Learners

Critically examines early childhood curriculum and its implications for developing a personal pedagogy that is responsive to individual learners. How does curriculum combine with teachers' skills, knowledge and attitudes to address equity and diversity in Aotearoa New Zealand? How do teachers manage the relationship between curriculum and the learning environment to enable learners' success?

*Prerequisite: 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*

#### EDPROFST 210 15 Points Special Topic

#### EDPROFST 214 15 Points Assessment for Learning and Teaching

Assessment for learning, for teaching, and of learning will be examined with reference to their specific purposes, characteristics and the degrees of reliability and validity necessary for each. Emphasis will be placed on the appropriate use of assessment tools/tasks and the gathering of robust information so sound interpretations and decisions can be made about learning.

*Restriction: ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230*

#### EDPROFST 220 15 Points Introduction to Samoan Language for Teaching

Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.

*Restriction: ACE B33.10*

#### EDPROFST 222 15 Points Reporting Student Achievement

Develops understanding about 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.

*Restriction: ACE B10.10*

#### EDPROFST 226 15 Points Introduction to Bilingual Education

An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.

*Restriction: ACE 797.602*

#### EDPROFST 227 15 Points TESSOL: Language Learning Needs

Strategies to identify, analyse, and respond to second language learning needs of students from early childhood to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which

enable the integration of content and language learning are introduced.

*Restriction: ACE 797.601*

### Stage III

#### **EDPROFST 300 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: ACE 923.652, EDPROFST 301, 302, EDPROFM 301*

#### **EDPROFST 310 15 Points** **Special Topic**

#### **EDPROFST 313 15 Points** **The Professional Teacher**

Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy, teacher inquiry, knowledge building and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.

*Prerequisite: EDPRAC 201 or 202 or EDPRACM 201*

*Corequisite: EDPRAC 306 or EDPRACM 302*

*Restriction: EDPROFST 301*

#### **EDPROFST 316 15 Points** **Understanding Research for Practitioners**

An introduction to the processes and procedures of education research methods as they relate to practice settings. Includes literature searching and the application of findings to practice. Develops understanding of social, political and cultural contexts in which research takes place. Involves the creation of a research proposal in areas of professional interest.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE 930.701, EDPROFST 362*

#### **EDPROFST 317 15 Points** **Learning Science: Infants, Toddlers and Young Children**

Investigates personal conceptual science understandings and science education research to inform effective practice. Selected scientific concepts will be examined and experience provided to enhance teaching through science and engaging infants,

toddlers and young children in effective learning in a variety of environments.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE B05.05, EDPROFST 221*

#### **EDPROFST 318 15 Points** **Language Teaching for ESOL: An Introduction**

Addresses current theories, approaches and practices for language teaching and learning for students learning English as an additional language in New Zealand schools and Early Childhood Centres. The course focuses on the needs of learners in all curriculum areas, emphasising the importance of understanding diverse learners' languages and cultures across the curriculum.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE 920.703*

#### **EDPROFST 319 15 Points** **Teaching Gifted and Talented Students**

Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE B06.23, 903.703A, EDPROFST 223, 371*

#### **EDPROFST 320 15 Points** **Transformative Adult and Community Education**

An examination of theories and methodologies of learning and teaching adults in relation to issues associated with curriculum, planning, assessment and evaluation processes. A variety of formal and informal educational settings will be considered.

*Restriction: ACE 795.701*

#### **EDPROFST 324 15 Points** **Advanced Group Skills**

An opportunity for advanced facilitation of groups using colour, music, story and graphics, and the processes of teambuilding, negotiation and conflict resolution.

*Restriction: ACE C15.63*

#### **EDPROFST 325 15 Points** **Introduction to Leadership in Education**

A critical examination of the nature of professional leadership in education settings. Educational leadership skills such as goal setting, decision making, problem solving, team building, communication, delegation, vision development and curriculum alignment will be explored.

*Restriction: ACE 794.703*

#### **EDPROFST 327 15 Points** **Managing the Curriculum**

An exploration of major issues relating to curriculum implementation, change and innovation.

*Restriction: ACE C18.03*

#### **EDPROFST 328 15 Points** **Financial Management in Education**

An examination of the principles of financial management in educational institutions in New Zealand. These include internal controls, reporting and effective use of resources.

*Restriction: ACE C18.05*

**EDPROFST 330 15 Points****Leadership in eLearning**

An inquiry into the issues of leadership, change management, strategic planning and professional development relating to the use of ICT in educational settings.

*Restriction: ACE C27.50*

**EDPROFST 331 15 Points****Infolink: Information Literacy Skills**

The identification and teaching of skills needed for information literacy – a key link in integrating the learning areas and key competencies of the New Zealand curriculum. Focuses on a model of guided inquiry learning.

*Restriction: ACE 555.702*

**EDPROFST 332 15 Points****Resource Development and Reading**

An investigation of what learners need to become effective readers for a multiplicity of reading purposes and in a multiplicity of contexts. Focuses on analysing a school's ability to resource the curriculum and provide for the independent reading needs of students.

*Restriction: ACE 555.704*

**EDPROFST 333 15 Points****ICT and Learning**

An investigation of how ICT can be integrated into classroom practice. An intensive seminar based course using a simulation workshop to highlight issues of learning with ICT.

*Restriction: ACE 555.706*

**EDPROFST 336 15 Points****Teaching and Learning with the Internet**

An exploration of online learning and how it can be used to enhance both teaching and learning in the classroom and individual professional development.

*Restriction: ACE 555.709*

**EDPROFST 337 15 Points****School Libraries and Information Literacy**

A review of the principles and practices of an effective school library and information centre. Participants will critique their own information literacy skills.

*Restriction: ACE 930.735*

**EDPROFST 338 15 Points****Language Acquisition for Pasifika People**

An investigation of the theory and models relating to language acquisition, language development of Pasifika peoples and bilingual development.

*Restriction: ACE 796.701*

**EDPROFST 340 15 Points****Pasifika Research and Practice**

A detailed study of educational issues and practices relating to Pasifika education research and the impact of research on Pasifika students and communities.

*Restriction: ACE 901.701*

**EDPROFST 341 15 Points****Pasifika Languages for Teaching**

A systematic investigation of a selected topic related to Pasifika languages education. The impact of the teaching and learning of Pasifika languages on work with Pasifika people and communities will be explored.

*Restriction: ACE 796.703*

**EDPROFST 344 15 Points****Sport, Games and Play**

A critical analysis of the nature, purpose and practice of sport, games and play within New Zealand schools

and an evaluation of the socio-cultural impact of those activities on children and on New Zealand society as a whole.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE 923.736*

**EDPROFST 345 15 Points****Leadership for Physical Education**

Leadership skills for physical education will be developed through a critical analysis of philosophy and practice in teaching and programming physical education in New Zealand primary and intermediate schools and/or early childhood centres.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE 923.707*

**EDPROFST 346 15 Points****Concepts of Health and Physical Education**

Examines concepts underpinning health and physical education as taught in the New Zealand school curriculum. The knowledge, skills and attitudes necessary to teach school health and physical education will be explored.

*Restriction: ACE 923.633*

**EDPROFST 347 15 Points****Issues in Child Protection**

Analysis of research and literature on child abuse/child protection with emphasis on policies, educational programmes and teacher responsibilities.

*Restriction: ACE 923.701*

**EDPROFST 348 15 Points****Mental Health Issues**

A socio-ecological perspective of mental health education including a critical analysis of national and international literature and an examination of educational programmes.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE 923.702*

**EDPROFST 349 15 Points****Sexuality Education**

A review of literature and research relating to human sexuality and sexuality education in schools, and a critical analysis of the social, political and cultural influences on sexuality and sexuality education.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

*Restriction: ACE 923.703*

**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.

*Restriction: ACE C10.11*

**EDPROFST 353 15 Points****Whakapuaki i Te Reo**

An investigation of socio-political issues that have impacted on Māori language. In particular the issues of language loss, language revitalisation and teaching Te Reo Māori as a second language will be examined.

*Restriction: ACE 902.702*



- EDPROFST 355** 15 Points  
**The Politics of Education**  
 The use of critical theory and discourse analysis to examine the politics of education. Historical and contemporary policy formation, implementation and effect will be examined. The impact of policy on teachers' work and influence on policy processes will be explored.  
*Restriction: ACE 903.702*
- EDPROFST 357** 15 Points  
**Reflective Practice for Teachers**  
 Examines moral, political and ethical factors that influence and affect teachers' work in general and personal professional practice in particular. A critically reflective lens will be used as a means of analysis.  
*Restriction: ACE 911.703*
- EDPROFST 358** 15 Points  
**Refining Professional Performance**  
 Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate. For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student's professional practice will be undertaken.  
*Restriction: ACE 912.703*
- EDPROFST 359** 15 Points  
**Supervising Professional Performance**  
 An in-depth analysis of supervision and the values and beliefs that underpin supervisory practices with emphasis on the professional growth of students and beginning teachers.  
*Restriction: ACE 912.704*
- EDPROFST 360** 15 Points  
**Teaching Languages in Schools**  
 Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.  
*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*  
*Restriction: ACE 920.704, EDUC 318*
- EDPROFST 361** 15 Points  
**Issues in Technology**  
 A research-based inquiry into teaching and learning in the context of teaching technology in primary or early childhood settings.  
*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*  
*Restriction: ACE 925.702*
- EDPROFST 363** 15 Points  
**Environmental Education: An Introduction**  
 An examination of the nature and purpose of environmental education in New Zealand educational settings. An exploration of curriculum integration models and the ways these can be used to plan and teach environmental education programmes. An investigation of past, present (and possible future) local, national, and global environmental issues and their impacts on the natural and built environments.  
*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*  
*Restriction: ACE 930.702*
- EDPROFST 364** 15 Points  
**Enterprise and Innovation for Teaching**  
 Develops teachers' understanding of links between business and education, and the role of business, enterprise and innovation in the community. Links with technology and social studies curricula will provide context for this course.  
*Restriction: ACE 930.706*
- EDPROFST 365** 15 Points  
**Beyond Special Needs: Inclusive Education**  
 Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.  
*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*  
*Restriction: ACE 930.737, 931.722*
- EDPROFST 366** 15 Points  
**Perspectives on Learning and Development: Infants and Toddlers**  
 A variety of theories and perspectives will be examined as they relate to the learning and development of infants and toddlers. Historical and contemporary issues will be discussed and debated in relation to their impact on current educational settings. An investigation will be undertaken to further develop a personal philosophy of teaching and learning for children under three years of age.  
*Restriction: ACE 931.721*
- EDPROFST 368** 15 Points  
**Refining Writing Programmes**  
 Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.  
*Restriction: ACE 920.707*
- EDPROFST 369** 15 Points  
**Reading Recovery Theory and Practice**  
 Teachers' understandings of Reading Recovery will be deepened. Particular emphasis will be put on the observation techniques and theoretical work of Marie Clay including learning more about how to design individual instruction for children with different needs. Available only to trained Reading Recovery teachers or to those who are currently in training.  
*Prerequisite: Departmental approval*
- EDPROFST 370** 15 Points  
**Designing Reading Recovery Lessons**  
 Reading Recovery teachers will be required to submit case studies that document changes across a series of lessons for two six-year-olds having difficulty with literacy learning. The case portfolio should include theoretical analysis and evaluation of how and why the delivery of individual instruction contributes to these changes. Available for current Reading Recovery teachers not in training.  
*Prerequisite: Departmental approval*
- EDPROFST 371** 15 Points  
**Special Topic**
- EDPROFST 372** 15 Points  
**TESSOL: Language Learning through Tasks**  
 Investigates strategies for maximising language and content learning through instructional tasks. Cognitive, linguistic and metacognitive demands

of tasks are considered. Examines pedagogical frameworks for planning effective language and content teaching in early childhood, primary and secondary schools. Students review, trial and modify tasks and learning sequences.

*Prerequisite:* EDPROFST 227 or ACE 797.601

*Restriction:* ACE 797.701

#### **EDPROFST 373 15 Points**

##### **TESSOL: Language Learning in the New Zealand Context**

The application of current second language acquisition theory to the New Zealand school context. Focuses on functional grammar in the classroom and on the roles of school organisation, policy development and building of school and community relationships in language learning.

*Prerequisite:* Either EDPROFST 227 and 372, or ACE 797.601 and 797.701

*Restriction:* ACE 797.702

#### **EDPROFST 374 15 Points**

##### **TESSOL: Language Focused Curriculum**

Discusses the relationship between culture, power, language and curriculum. Students investigate models and principles of curriculum design and use a functional-grammar approach to the design of language across the curriculum programmes. Focuses on ways of implementing and sustaining classroom and school wide language focused content teaching.

*Prerequisite:* Either EDPROFST 227, 372 and 373, or ACE 797.601, 797.701 and 797.702

*Restriction:* ACE 797.703

#### **EDPROFST 375 15 Points**

##### **TESSOL: Assessment**

Students analyse the personal and contextual factors that may affect linguistic performance in the New Zealand curriculum and critique current assessment procedures used in NZ schools. Focuses on recording and reporting and developing school policies for the assessment of students from diverse linguistic and cultural backgrounds.

*Prerequisite:* EDPROFST 227 or ACE 797.601

*Restriction:* ACE 797.700

#### **EDPROFST 376 15 Points**

##### **Bilingual Education: Models and Theories**

Examines current models and theories for the education of bilingual learners from early childhood to secondary schools. An aspect of bilingual education within the NZ context is investigated to provide guidelines for effective provision for bilingual learners.

*Restriction:* ACE 797.704

#### **EDPROFST 377 15 Points**

##### **Bilingual Education: Curriculum and Pedagogy**

Examines key principles and processes for curriculum development and resource provision for bilingual learners in mainstream or bilingual educational contexts. Students critique an aspect of programme planning and pedagogy in order to develop curriculum and assessment measures suitable for bilingual learners in a particular school or centre.

*Restriction:* ACE 797.705

#### **EDPROFST 378 15 Points**

##### **Critical Approaches to Literacy**

An exploration of the issues, theory, research and burgeoning body of literature on literacy in multi-ethnic settings including the development of effective multicultural environments for literacy learning.

*Restriction:* ACE 797.706

#### **EDPROFST 379 15 Points**

##### **TESSOL: Materials Design**

Critique current resources for English language learning within the New Zealand curriculum using principles from second language learning in content areas. Students use the process of materials design to develop a language resource for a specified group of learners. The resource is presented in a way that can be disseminated to educational audiences.

*Prerequisite:* Either EDPROFST 227, 372, 373, or ACE 797.601, 797.701, 797.702

*Corequisite:* EDPROFST 374

*Restriction:* ACE 797.707

#### **EDPROFST 380 15 Points**

##### **TESSOL: Teacher Research Design**

A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum is introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal.

*Prerequisite:* Either EDPROFST 227, 372, 373 and 374, or ACE 797.601, 797.701, 797.702 and 797.703

*Restriction:* ACE 797.708

#### **EDPROFST 381 15 Points**

##### **TESSOL: Teacher Research Implementation**

The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences.

*Prerequisite:* EDPROFST 380 or ACE 797.708

*Restriction:* ACE 797.709

#### **EDPROFST 382A 15 Points**

#### **EDPROFST 382B 15 Points**

##### **Literacy Theories and Research**

A study of the field of literacy teaching, learning and assessment, with reference to the most influential theorists and researchers, and some analysis of trends and developments in recent literacy education practice. There is particular emphasis on the research, observation techniques and theoretical work of Marie Clay.

*Restriction:* ACE 500.702

*To complete this course students must enrol in EDPROFST 382 A and B*

#### **EDPROFST 383A 15 Points**

#### **EDPROFST 383B 15 Points**

##### **Reading Recovery**

An in-depth critical study of the issues surrounding early literacy interventions, (and Reading Recovery in particular), and of how particular teaching interactions affect children who present a wide range of individual differences. This is undertaken at three levels, the teaching of children, the training of Reading Recovery teachers, and key implementation and research features. The course includes a significant practicum component involving daily teaching of six-year-old children and work with Reading Recovery teachers.

*Corequisite:* EDPROFST 382, 384, 385

*Restriction:* ACE 500.707

*To complete this course students must enrol in EDPROFST 383 A and B*



<b>EDPROFST 384A</b>	<b>15 Points</b>
<b>EDPROFST 384B</b>	<b>15 Points</b>
<b>Issues in Literacy Difficulties</b>	
Students look closely at the theories, research and practices that surround educational responses to difficulties encountered in literacy learning and teaching. Key concepts critically examined include, learning disorders/disabilities, phonological awareness, language difficulties, multiple deficits, dyslexia and the topics of intervention and prevention. Students are required to plan, teach and evaluate instruction for an older student having difficulty with literacy learning.	
<i>Corequisite: EDPROFST 382</i>	
<i>Restriction: ACE 500.703</i>	
<i>To complete this course students must enrol in EDPROFST 384 A and B</i>	
<b>EDPROFST 385A</b>	<b>15 Points</b>
<b>EDPROFST 385B</b>	<b>15 Points</b>
<b>Developmental Psychology</b>	
An introduction to child development during infancy, pre-school and early school years with an emphasis on language and literacy learning contexts, and diversity. This course covers current psychological theories in development and learning; and applications to teaching. Students are required to plan and carry out an observational research study.	
<i>Restriction: ACE 500.701</i>	
<i>To complete this course students must enrol in EDPROFST 385 A and B</i>	
<b>EDPROFST 386</b>	<b>15 Points</b>
<b>Special Topic</b>	
<b>EDPROFST 387</b>	<b>15 Points</b>
<b>Special Topic</b>	
<b>EDPROFST 388</b>	<b>15 Points</b>
<b>From Novice to Accomplished Teacher</b>	
Strategies for survival and success are examined. Analysis of learning and development identifies teacher experiences and dispositions that impact on accomplished practice. Questions include: How do you develop identity as a professional teacher? What tensions and accommodations influence teacher learning and induction? What dispositions and resources optimise successful learning and teacher development? How does the context influence learning to teach?	
<i>Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation</i>	
<b>EDPROFST 389</b>	<b>15 Points</b>
<b>Pedagogy for Empowerment</b>	
Focuses on theories and practices intended to raise the achievement of students in New Zealand's low decile urban and rural schools. Theoretical and political examination is made of contemporary issues surrounding low decile schooling. The course is informed by critical theory, and in particular by Paulo Freire's theories.	
<i>Restriction: ACE 903.703, EDPROFST 356</i>	
<b>EDPROFST 390</b>	<b>15 Points</b>
<b>Special Study</b>	
An advanced study in a topical area of educational inquiry.	
<b>EDPROFST 392</b>	<b>15 Points</b>
<b>Effective Practice for Beginning Teachers</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.

*Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation*

### Diploma Courses

<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>	
<b>EDPROFST 602</b>	<b>15 Points</b>
<b>Learners in the New Zealand Context</b>	
Critically examines learning and teaching through historical, psychological and sociological lenses. Questions include: How do these perspectives inform teaching and learning in the classroom? How can an understanding of the political, social and economic context promote teacher agency? What theories of learning help teachers to meet the needs of diverse and Pasifika learners?	
<i>Restriction: EDPROF 601, 602, 609</i>	
<b>EDPROFST 603</b>	<b>15 Points</b>
<b>Reflexive Teaching and Learning</b>	
Critically analyses the development of self as a reflexive teacher within school communities. Questions include: How does policy influence teacher's work? How do teachers operate as collaborative teams in schools and communities? How can I develop an effective and reflexive pedagogy to support children's learning and raise student achievement? Requires practice in a school setting.	
<i>Restriction: ACE 730.731</i>	
<b>EDPROFST 608</b>	<b>30 Points</b>
<b>EDPROFST 608A</b>	<b>15 Points</b>
<b>EDPROFST 608B</b>	<b>15 Points</b>
<b>Learning and Teaching in NZ</b>	
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.	
<i>To complete this course students must enrol in EDPROFST 608 A and B, or EDPROFST 608</i>	
<b>EDPROFST 612</b>	<b>30 Points</b>
<b>EDPROFST 612A</b>	<b>15 Points</b>
<b>EDPROFST 612B</b>	<b>15 Points</b>
<b>Te Whakaako in NZ Secondary Schools</b>	
Focuses on adolescent development and learning within the context of implementing the NZ Curriculum. Addresses psychological learning theories, responsive pedagogies, evidence-based assessment practice as well as student motivation and engagement. Explores questions relating to catering for the needs of diverse	

learners, the Treaty of Waitangi, and the socio-political influences that shape the interconnections between learning and context.

*Restriction: EDPROFST 610, 611*

*To complete this course students must enrol in EDPROFST 612 A and B, or EDPROFST 612*

#### **EDPROFST 621**

**15 Points**

##### **Personal Pedagogy**

Focuses on developing a personal pedagogy specific to early childhood. Critically examines relationships between theories and practices. How does the exploration of play, communication and relationships give rise to provision of purposeful and inclusive early childhood learning environments? What is the impact of sociopolitical issues upon early childhood settings and teachers' practices with infants, toddlers and young children?

*Prerequisite: EDCURRIC 630, EDPROFST 622*

*Restriction: ACE 711.721*

#### **EDPROFST 622**

**15 Points**

##### **Learning Theories**

Critically examines psychological and sociological aspects of human development and learning. What pertinent theories of learning and development influence pedagogies for infants, toddlers and young children? What knowledge of diverse families and communities is necessary for teachers to work in partnership with parents in Aotearoa New Zealand to enhance children's learning?

*Restriction: ACE 903.601*

#### **EDPROFST 623**

**15 Points**

##### **Special Topic**

#### **EDPROFST 624**

**15 Points**

##### **Professional Knowledge in Early Childhood Education**

Portfolio option that addresses learning outcomes content of EDPROFST 621 for recent BEd(Tchg) graduates at discretion of programme coordinator. Addresses such questions as: What does it mean to inquire into my own practice as an early childhood teacher? How can my current practice be informed by integration of research, theory and practical experience?

*Prerequisite: Departmental approval required*

#### **EDPROFST 633**

**30 Points**

##### **Students in Contexts**

An introduction to concepts and practices in the interaction of individuals and small groups of students in their classroom contexts and to understanding the resource teacher's role in effective assessment, consultation and intervention strategies.

*Restriction: EDPROF 633*

#### **EDPROFST 634**

**30 Points**

##### **Classroom Contexts**

An introduction to classroom contexts. Emphasis is placed upon understanding the role of the resource teacher in assisting teachers to develop inclusive classroom environments that enhance academic performance and social behaviour.

*Restriction: EDPROF 634*

### **Postgraduate 700 Level Courses**

#### **EDPROFST 700**

**30 Points**

#### **EDPROFST 700A**

**15 Points**

#### **EDPROFST 700B**

**15 Points**

##### **Literacy Education: Research and Practice**

Understandings of research tools adequate for

empirical study and an application of theory to literacy practices, critical analysis of how research questions are constructed and ability to situate and view educational issues and questions within major theoretical frameworks in literacy education will be developed.

*Restriction: ACE 820.891, 720.791, EDCURRIC 315, 364*

*To complete this course students must enrol in EDPROFST 700 A and B, or EDPROFST 700*

#### **EDPROFST 701**

**30 Points**

##### **Issues in Literacy Education**

Literacy in the broader context for literacy leaders will be examined. This will include an examination of the term literacy, the practices and challenges of biculturalism and multiculturalism for literacy; the effects and challenges of technological change on literate practices; interventions for literacy; New Zealand's national literacy policies and strategies.

*Restriction: ACE 820.893, 720.793*

#### **EDPROFST 702**

**30 Points**

##### **Challenges of Literacy Difficulties**

Research and practice in literacy education, including specific intervention strategies and resources will be examined and evaluated in depth. This will include an examination of the social, cultural, economic, psychological and physiological factors that influence literacy development, including approaches to support and overcome literacy difficulties experienced by diverse learners, including Māori and Pasifika children.

*Restriction: ACE 820.894, 720.794, EDCURRIC 365, 366*

#### **EDPROFST 703**

**30 Points**

#### **EDPROFST 703A**

**15 Points**

#### **EDPROFST 703B**

**15 Points**

##### **The Inquiring Teacher: Literacy Education**

A systematic engagement in action research processes central to the teacher's role as a specialist teacher of literacy. A review and analysis of literature relevant to the practice of literacy education and an engagement with a range of theoretical and pedagogical perspectives on literacy education will inform the inquiry.

*Restriction: ACE 830.897, 730.797, EDPROFST 310, 371*

*To complete this course students must enrol in EDPROFST 703 A and B, or EDPROFST 703*

#### **EDPROFST 705**

**30 Points**

##### **Issues in Literacy Teaching and Learning**

An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacy education. Aspects of practices in literacy learning including raising the achievement of Māori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, will be analysed and evaluated.

*Restriction: ACE 820.805*

#### **EDPROFST 706**

**30 Points**

##### **Language Analysis for Teachers**

An advanced understanding of the place of language, language development and linguistics in educational settings by a consideration of the nature, structure, function and purpose, and role of language in learning. There will be a consideration of the development of literacy and learning across the curriculum.

*Restriction: ACE 820.801*

<b>EDPROFST 707</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. <i>Restriction: ACE 820.802</i>	<b>30 Points</b>	<b>EDPROFST 714</b> <b>e-Learning in Practice</b> A critical analysis of contemporary theory and applied research in educational technology. <i>Restriction: ACE 804.801</i>	<b>30 Points</b>
<b>EDPROFST 708</b> <b>Language and Popular Media</b> A critical investigation of the theory and practice of teaching media and media language in New Zealand educational contexts. An examination and critical evaluation of current media education curriculum initiatives in New Zealand. <i>Restriction: ACE 820.803</i>	<b>30 Points</b>	<b>EDPROFST 715</b> <b>Information Literacy and Learning</b> A critical analysis of the theory and research in the field of information literacy development which will lead to an understanding of how information literacy is fundamental to the acquisition of essential skills and the promotion of life-long learning. There will be an opportunity to plan, implement and evaluate information literacy initiatives. <i>Restriction: ACE 804.802</i>	<b>30 Points</b>
<b>EDPROFST 709</b> <b>Deafness: Culture and Community</b> Critically examines beliefs, attitudes and values contained in socio-cultural perspectives on deafness in contrast with medical models. Addresses the following topics: use of New Zealand Sign Language (NZSL); Deaf culture: community empowerment; support services and resources; bilingualism; advances in technology and genetics; and the role of the Deaf community in relation to families with deaf children and the development of self identity. Preference given to students with Level One competence in NZSL. <i>Prerequisite: Faculty approval required</i>	<b>15 Points</b>	<b>EDPROFST 716</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>30 Points</b>
<b>EDPROFST 710</b> <b>Māori Medium Education</b> A critical theory approach to the systems of Māori medium education will be applied. There will be a focus on the relationships and tensions between mātauranga Māori, whakaaro ako, and notions of pedagogy in the wider education system. <i>Restriction: ACE 802.801</i>	<b>30 Points</b>	<b>EDPROFST 717</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>30 Points</b>
<b>EDPROFST 711</b> <b>Māori Language Revitalisation</b> The history and politics of Māori language loss and revitalisation will be considered. Contemporary research in literacy and language revitalisation policies and practices will be critically examined along with selected intervention strategies. <i>Restriction: ACE 802.802</i>	<b>30 Points</b>	<b>EDPROFST 722</b> <b>Dance and Drama in Education</b> A critical inquiry into the nature and scope of practice in dance and drama in education. Perspectives regarding theoretical and practical aspects of dance and drama will be identified and evaluated in relation to current policy and practice in Aotearoa New Zealand. <i>Restriction: ACE 822.801</i>	<b>30 Points</b>
<b>EDPROFST 712</b> <b>AoDC Professional Practice One</b> A supervised practicum which examines the role of AoDCs in practice when working alongside families/whānau who have a deaf child. Trainees will analyse and address family and child needs from early intervention, through school transitions and in a range of educational settings. Trainees will manage a range of audiological devices matching technological support to the child's hearing loss. <i>Prerequisite: Faculty approval required</i>	<b>15 Points</b>	<b>EDPROFST 723</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. <i>Restriction: ACE 822.804</i>	<b>30 Points</b>
<b>EDPROFST 713</b> <b>AoDC Professional Practice Two</b> A supervised practicum which examines the implications of hearing loss on language and cognitive development. Trainees will be expected to assess and monitor language development and provide support to those implementing language programmes. Complexities of language development for children with different needs and using a range of different approaches will be examined. <i>Prerequisite: EDPROFST 712 and Faculty approval required</i>	<b>15 Points</b>	<b>EDPROFST 725</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. <i>Restriction: ACE 822.883</i>	<b>30 Points</b>



- EDPROFST 727** **30 Points**  
**Social Theory and Physical Education**  
 An advanced examination of the contemporary beliefs, thoughts and actions that represent current practices in physical education.  
*Restriction: ACE 823.801*
- EDPROFST 731** **30 Points**  
**Instructional Processes**  
 Examines the key findings of educational psychology research and examples of procedures and programmes that have been shown to be effective with learners who perform below expectation or who are in special education. Investigates how these research findings can be used in applied professional work.
- EDPROFST 732** **30 Points**  
**Education for Sustainability**  
 An advanced study of the nature and purpose of environmental education including an examination of sustainability as a contested notion. Theories and pedagogical practices within environmental education in educational settings will be critically analysed in order to enhance professional practice.
- EDPROFST 733** **30 Points**  
**Students in Contexts (Advanced)**  
 An examination of the interaction of individuals and small groups of students and the contexts in which they experience learning and behavioural difficulties. This includes implementing effective assessment, consultation and intervention strategies in order to effect positive change.  
*Restriction: EDPROF 633, 733, EDPROFST 633*
- EDPROFST 734** **30 Points**  
**Inclusive Classroom Contexts**  
 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.  
*Restriction: EDPROF 634, 734, EDPROFST 634*
- EDPROFST 735A** **15 Points**  
**EDPROFST 735B** **15 Points**  
**School and Community Contexts**  
 An analysis of school and community contexts and their impact on student learning and behaviour. Emphasis is placed on consulting and collaborating with schools and community members to put in place effective strategies and programmes which will enhance outcomes for students.  
*Restriction: EDPROF 735*  
*To complete this course students must enrol in EDPROFST 735 A and B*
- EDPROFST 736A** **15 Points**  
**EDPROFST 736B** **15 Points**  
**Professional Practice**  
 A supervised practicum incorporating a portfolio of professional practice which demonstrates achievement of the learning outcomes of the complete programme.  
*Prerequisite: EDPROF 633 and 634, or 733 and 734, or EDPROFST 633 and 634, or 733 and 734*  
*Restriction: EDPROF 736*  
*To complete this course students must enrol in EDPROFST 736 A and B*
- EDPROFST 737** **30 Points**  
**Education Law: Policy Implications**  
 An examination, critique and analysis of legislation

relevant to education. Policies which give rise to legislation and case law decisions will be analysed and the impact of legislation and case law on policies and administration will be considered.  
*Restriction: ACE 828.801*

**EDPROFST 738** **30 Points**  
**Educational Leadership**

A critical examination of the theory and practice of educational leadership, including the leadership of teaching and learning. A series of practical workshops on leadership effectiveness is included.  
*Restriction: EDPROF 770*

**EDPROFST 739** **30 Points**  
**Educational Policy and Organisations**

An examination of various conceptual, policy and empirical debates about New Zealand educational policy, and school and organisational effectiveness.  
*Restriction: EDPROF 771*

**EDPROFST 740** **30 Points**  
**Educational Leadership in the Electronic Age**

Advanced study of the impact of ICT on teaching pedagogies, curriculum and management in educational environments. Emphasis is on assisting educational leaders to focus ICTs on school applications that improve management practice and student learning outcomes.  
*Restriction: EDPROF 776*

**EDPROFST 742** **15 Points**  
**Couple Counselling**

An advanced examination of counselling principles as applied to stresses arising within couple relationships.  
*Restriction: EDPROF 742*

**EDPROFST 743** **15 Points**  
**Family Counselling**

An advanced examination of counselling principles as applied to stresses arising within family relationships.  
*Restriction: EDPROF 743*

**EDPROFST 744** **15 Points**  
**Pastoral Care and Counselling in Schools**

Provides an overview of the theory and practice of pastoral care and counselling within New Zealand schools. It includes an examination of pastoral care systems and counselling services, including the roles of staff, in relation to the academic mission of schools, disciplinary systems, the health of children and young people and the school-community interface.

**EDPROFST 745** **15 Points**  
**Group Counselling**

A critical examination of group dimensions in counselling activities.  
*Restriction: EDPROF 745*

**EDPROFST 746A** **15 Points**

**EDPROFST 746B** **15 Points**  
**The Counselling Process**

An advanced examination of principles of counselling together with their application in the counselling process.

*Corequisite: EDPROF 747 or EDPROFST 747*

*Restriction: EDPROF 746*

*To complete this course students must enrol in EDPROFST 746 A and B*

<b>EDPROFST 747A</b>	<b>15 Points</b>
<b>EDPROFST 747B</b>	<b>15 Points</b>
<b>Counselling Laboratory</b>	
A laboratory focusing on the acquisition of counselling skills and appropriate role performance. <i>Corequisite: EDPROF 746 or EDPROFST 746</i> <i>Restriction: EDPROF 747</i> <i>To complete this course students must enrol in EDPROFST 747 A and B</i>	
<b>EDPROFST 748</b>	<b>15 Points</b>
<b>Cultural Issues in Counselling</b>	
A critical examination of cultural dimensions present in counselling activities. <i>Restriction: EDPROF 744, EDPROFST 787</i>	
<b>EDPROFST 749</b>	<b>15 Points</b>
<b>Professional Issues in Counselling</b>	
An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development. <i>Restriction: EDPROF 749</i>	
<b>EDPROFST 750</b>	<b>15 Points</b>
<b>Research and Counselling</b>	
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. <i>Restriction: EDPROF 750</i>	
<b>EDPROFST 751</b>	<b>30 Points</b>
<b>ECE Curriculum Issues</b>	
An educational curriculum involves a negotiated contest of social, political, educational and interdisciplinary ideas and theories. Critically examines influences on curriculum pertinent to early childhood education. What perspectives of children, families and teachers are represented in curriculum? How do these perspectives privilege particular outcomes for children? How does teacher enquiry into curriculum issues underpin and improve teaching and learning? <i>Restriction: EDUC 767</i>	
<b>EDPROFST 752</b>	<b>30 Points</b>
<b>Assessment for Learning and Teaching</b>	
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. <i>Restriction: ACE 840.801</i>	
<b>EDPROFST 753</b>	<b>30 Points</b>
<b>Issues in Assessment</b>	
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. <i>Restriction: ACE 840.802, 840.902</i>	
<b>EDPROFST 754</b>	<b>30 Points</b>
<b>Critical Research Methodologies in Education</b>	
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 Teacher**

A review and critical analysis of literature relating to a chosen area of inquiry and action research. This will provide the basis for engagement in an action research project to enhance an area of professional practice. It will include a critical evaluation of learning and implications for future practice.

*Restriction: ACE 830.807, 830.897, 830.907*  
*To complete this course students must enrol in EDPROFST 755 A and B, or EDPROFST 755*

#### **EDPROFST 756** **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: ACE 830.801, 830.901*

#### **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 758A** **15 Points**

#### **EDPROFST 758B** **15 Points**

#### **Research Project on Educational Practice**

Students will be required to complete a significant piece of practitioner research which analyses, evaluates and contributes to the improvement of practice. The project must be an original piece of work which offers solutions to a specific problem of practice.

*Prerequisite: EDPROF 774, EDPROFST 757*

*Restriction: EDPROF 772, 798*

*To complete this course students must enrol in EDPROFST 758 A and B*

#### **EDPROFST 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: ACE 830.800, 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: ACE 827.801*

**EDPROFST 761 30 Points****Professional Learning: Support and Supervision**

An exploration of the concepts of professional learning and supervision through a critical analysis of relevant historical and contemporary theory and applied research. Social, political, cultural, ethical and spiritual dimensions of professional learning and supervision in educational settings will be addressed.

*Restriction: ACE 830.806*

**EDPROFST 762 30 Points****EDPROFST 762A 15 Points****EDPROFST 762B 15 Points****Mentoring Teachers**

Approaches to mentoring and reflections on issues and practices associated with mentoring teachers. Emphasis will be placed upon the mentor-teacher relationship including the way this develops over time, issues associated with promoting teacher self-evaluation, and assessment of school-based practice.

*Restriction: EDPROF 731*

*To complete this course students must enrol in EDPROFST 762 A and B, or EDPROFST 762*

**EDPROFST 763 30 Points****New Teacher Development**

Focuses on pre-service and beginning teacher stages of career development. Identifies and critiques personal assumptions about learning to teach and critiques contexts, strategies and programmes designed to support early career development. Critically examines the nature of professional identity; the development of knowledge, disposition and practices; and the processes of, and influences on, the education of pre-service and beginning teachers.

**EDPROFST 764 30 Points****Directions in Disability Policy and Practice**

Explores contemporary issues and influences in the education of learners with disabilities. Critically examines a range of contemporary social, political and educational responses to disability.

**EDPROFST 765 30 Points****Development in Early Years**

An advanced examination of a range of current theories and research issues related to development in early years of childhood. Topics will include: life experiences of children within family/whānau; cognitive, communicative, social, emotional and physical development in a range of contexts.

*Restriction: ACE 831.801*

**EDPROFST 766A 15 Points****EDPROFST 766B 15 Points****Professional Issues in Inclusive Education**

Examines critical issues in the professional practice of teachers who provide leadership in programmes for students with special needs. It provides practical guidance in designing, implementing and evaluating professional development and appraisal processes based on effective special educational practice. This

course is particularly suited to those who take a leadership role with RTLb, learning support or special needs coordinators.

*To complete this course students must enrol in EDPROFST 766 A and B*

**EDPROFST 767 30 Points****Critical Approaches to Inclusion**

Critically examines the role of the curriculum and processes for support in education settings; deconstructs traditional and neo-special education approaches; explores effective approaches to teaching and coordination; and analyses the role of educators in leading change for academic and social inclusion of learners with disabilities and special educational needs.

**EDPROFST 769 30 Points****Special Topic****EDPROFST 772 30 Points****Behaviour Change**

Applies knowledge of functional analysis to systems in classrooms, schools and homes with the objective of developing long-term strategies to reduce inappropriate behaviour, teach more appropriate behaviour, and provide contextual supports necessary for successful outcomes. Topics covered include individual student behaviour change in classrooms, schools and other settings. A knowledge of applied behaviour analysis is assumed.

**EDPROFST 773 30 Points****An Advanced Study in Gifted Education**

An advanced study in the field of gifted education, which includes an analysis of specific curriculum models and critique of relevant policy initiatives. Students will be encouraged to critically analyse evidence-based research and make links to their own experience and practice.

**EDPROFST 774 30 Points****Education and Empowerment**

A critical examination of contemporary issues faced in New Zealand's decile 1-3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand's decile 1-3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.

**EDPROFST 777 30 Points****Curriculum: Theory, Issues, Practice**

A critical examination of curriculum using a range of educational theories with an emphasis on sociological theory. Importance will be placed on contemporary curriculum issues, and the links between theory, policy and practice. Understandings will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.

*Restriction: ACE 803.801, 803.901*

**EDPROFST 779 30 Points****The Culture and Politics of Teachers' Work**

An analysis and informed appreciation of the socially constructed and political nature of educators' work. The concept of the professional and professional work will be critically interpreted through selected social theory frameworks.

*Restriction: ACE 803.802, 803.902*

<b>EDPROFST 780</b>	<b>30 Points</b>	<b>EDPROFST 790</b>	<b>30 Points</b>
<b>EDPROFST 780A</b>	<b>15 Points</b>	<b>EDPROFST 790A</b>	<b>15 Points</b>
<b>EDPROFST 780B</b>	<b>15 Points</b>	<b>EDPROFST 790B</b>	<b>15 Points</b>
<b>Special Topic</b>		<b>Dissertation</b>	
<i>Restriction: ACE 500.801</i>		<i>Restriction: EDPROF 790, 796, EDPROFST 796</i>	
<i>To complete this course students must enrol in EDPROFST 780 A and B, or EDPROFST 780</i>		<i>To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790</i>	
<b>EDPROFST 781</b>	<b>30 Points</b>	<b>EDPROFST 792</b>	<b>30 Points</b>
<b>EDPROFST 781A</b>	<b>15 Points</b>	<b>EDPROFST 792A</b>	<b>15 Points</b>
<b>EDPROFST 781B</b>	<b>15 Points</b>	<b>EDPROFST 792B</b>	<b>15 Points</b>
<b>Special Topic</b>		<b>Counselling Dissertation</b>	
<i>Restriction: ACE 500.802</i>		<i>Restriction: EDPROF 790, 796, EDPROFST 796</i>	
<i>To complete this course students must enrol in EDPROFST 781 A and B, or EDPROFST 781</i>		<i>To complete this course students must enrol in EDPROFST 792 A and B, or EDPROFST 792</i>	
<b>EDPROFST 782</b>	<b>30 Points</b>	<b>EDPROFST 793</b>	<b>60 Points</b>
<b>EDPROFST 782A</b>	<b>15 Points</b>	<b>EDPROFST 793A</b>	<b>30 Points</b>
<b>EDPROFST 782B</b>	<b>15 Points</b>	<b>EDPROFST 793B</b>	<b>30 Points</b>
<b>Educational Change</b>		<b>MEd Dissertation</b>	
Examines the purposes and processes of educational change, including an analysis of practices that promote successful outcomes for change initiatives. Political, economic, and social influences on educational change will be identified. Processes of educational change in both New Zealand and international contexts will be studied and critiqued from individual, organisational, and systemic perspectives.		<i>Restriction: ACE 830.909</i>	
<i>To complete this course students must enrol in EDPROFST 782 A and B, or EDPROFST 782</i>		<i>To complete this course students must enrol in EDPROFST 793 A and B, or EDPROFST 793</i>	
<b>EDPROFST 783</b>	<b>30 Points</b>	<b>EDPROFST 794</b>	<b>60 Points</b>
<b>EDPROFST 783A</b>	<b>15 Points</b>	<b>EDPROFST 794A</b>	<b>30 Points</b>
<b>EDPROFST 783B</b>	<b>15 Points</b>	<b>EDPROFST 794B</b>	<b>30 Points</b>
<b>Special Topic</b>		<b>Advanced Folio of Casework</b>	
<i>To complete this course students must enrol in EDPROFST 783 A and B, or EDPROFST 783</i>		Includes 500 hours of counselling-related activities in an approved setting under supervision, together with attendance at University seminars.	
<b>EDPROFST 784</b>	<b>30 Points</b>	<i>Prerequisite: EDPROF 744, 746, 747, 749, 750, or EDPROFST 744, 746, 747, 749, 750</i>	
<b>EDPROFST 784A</b>	<b>15 Points</b>	<i>Restriction: EDPROF 794, 797</i>	
<b>EDPROFST 784B</b>	<b>15 Points</b>	<i>To complete this course students must enrol in EDPROFST 794 A and B, or EDPROFST 794</i>	
<b>Special Study</b>		<b>EDPROFST 795A</b>	<b>60 Points</b>
<i>Restriction: ACE 830.804</i>		<b>EDPROFST 795B</b>	<b>60 Points</b>
<i>To complete this course students must enrol in EDPROFST 784 A and B, or EDPROFST 784</i>		<b>Research Portfolio for MEd</b>	
<b>EDPROFST 785</b>	<b>15 Points</b>	<i>Restriction: EDUC 797</i>	
<b>Special Study</b>		<i>To complete this course a student must enrol in EDPROFST 795 A and B</i>	
<i>Restriction: EDPROF 773</i>		<b>EDPROFST 796A</b>	<b>60 Points</b>
<b>EDPROFST 786</b>	<b>30 Points</b>	<b>EDPROFST 796B</b>	<b>60 Points</b>
<b>EDPROFST 786A</b>	<b>15 Points</b>	<b>MEd Thesis</b>	
<b>EDPROFST 786B</b>	<b>15 Points</b>	<i>Restriction: ACE 830.908, EDPROF 796</i>	
<b>Special Topic</b>		<i>To complete this course students must enrol in EDPROFST 796 A and B</i>	
<i>To complete this course students must enrol in EDPROFST 786 A and B, or EDPROFST 786</i>		<b>EDPROFST 798A</b>	<b>45 Points</b>
<b>EDPROFST 787</b>	<b>15 Points</b>	<b>EDPROFST 798B</b>	<b>45 Points</b>
<b>Special Topic</b>		<b>Thesis in Educational Leadership</b>	
<b>EDPROFST 788</b>	<b>15 Points</b>	The thesis must be an original piece of work around a significant problem of educational management or leadership. Students are required to demonstrate an ability to formulate research questions and design and carry out an investigation that answers these questions precisely and with clarity.	
<b>Special Topic</b>		<i>Prerequisite: EDPROFST 738, 757</i>	
<i>Prerequisite: EDUC 774</i>		<i>Restriction: EDPROF 758, 772</i>	
<i>Restriction: EDUC 768</i>		<i>To complete this course students must enrol in EDPROFST 798 A and B</i>	

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**Named Doctoral Courses**

<b>EDPROFST 844C</b>	<b>60 Points</b>
<b>EDPROFST 844D</b>	<b>60 Points</b>
<b>Research Portfolio</b>	
<i>To complete this course students must enrol in EDPROFST 844 C and D</i>	

<b>EDPROFST 897</b>	<b>120 Points</b>
<b>Thesis</b>	

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**Education Professional Studies Māori**

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**Stage I**

<b>EDPROFM 109</b>	<b>15 Points</b>
<b>Te Pou Tāwharau Tikanga Māori</b>	
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?	
<i>Restriction: ACE 902.511</i>	

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**Stage II**

<b>EDPROFM 205</b>	<b>15 Points</b>
<b>Te Whakatairanga Paetae mo te Ākonga</b>	
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.	
<i>Prerequisite: EDUC 140, 141 or EDUC 118, 119 or EDUCM 140, 141 or EDUCM 118, 119</i>	

<b>EDPROFM 209</b>	<b>15 Points</b>
<b>Te Whiringa Pūmau o Te Reo</b>	
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?	
<i>Prerequisite: EDPROFM 109</i>	
<i>Restriction: ACE 902.611</i>	

<b>EDPROFM 214</b>	<b>15 Points</b>
<b>Te Aromatawai mō te Ako me te Whakaako</b>	
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.	
<i>Restriction: ACE 903.601, 903.701, EDUC 224, 225, 230, 231, EDUCM 230</i>	

<b>EDPROFM 220</b>	<b>15 Points</b>
<b>Special Topic</b>	

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**Stage III**

<b>EDPROFM 309</b>	<b>15 Points</b>
<b>Te Pae Tawhiti kia Tata</b>	
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?	
<i>Prerequisite: EDPROFM 209</i>	
<i>Restriction: ACE 902.711</i>	

<b>EDPROFM 310</b>	<b>15 Points</b>
<b>Māori Student Achievement</b>	
Investigates the effect of imperatives to raise Māori educational achievement over the last decade. What have been the main developments in assessment over the last decade? What are some of the imperatives for those changes? What are community expectations in relation to assessment information and how learners are achieving? What is the community's role in assessment? What have been the impact and outcomes of these developments to date on Māori achievement?	
<i>Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation</i>	

<b>EDPROFM 311</b>	<b>15 Points</b>
<b>Te Reo Māori me ngā Tikanga for Learning and Teaching</b>	
Integrates content knowledge with the planning, teaching and assessing of Te Reo Māori and tikanga. Addresses such questions as: What language and content knowledge do teachers need to teach Te Reo Māori effectively? How does a teacher maximise learner motivation, engagement and language acquisition? What resources support the teaching and learning of Te Reo Māori? How can a teacher's Te Reo Māori proficiency be sustained?	
<i>Prerequisite: 225 points passed in the BEd(Tchg) Primary Specialisation</i>	

<b>EDPROFM 313</b>	<b>15 Points</b>
<b>Te Pouako Ngaio</b>	
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.	
<i>Prerequisite: EDPRAC 201 or 202 or EDPRACM 201</i>	
<i>Corequisite: EDPRAC 305, or 306, or EDPRACM 302</i>	
<i>Restriction: EDPROFM 301</i>	

<b>EDPROFM 320</b>	<b>15 Points</b>
<b>Special Topic</b>	

<b>EDPROFM 321</b>	<b>15 Points</b>
<b>Special Topic</b>	

<b>EDPROFM 322</b>	<b>15 Points</b>
<b>Special Topic</b>	



**Postgraduate 700 Level Courses**

**EDPROFM 700** 30 Points  
**Special Topic**

**EDPROFM 701** 30 Points  
**Special Topic**

**EDPROFM 702** 30 Points  
**Special Topic**

**EDPROFM 796** 120 Points

**EDPROFM 796A** 60 Points

**EDPROFM 796B** 60 Points  
**MEd Thesis**

*To complete this course students must enrol in EDPROFM 796 A and B, or EDPROFM 796*

**EDPROFM 797** 60 Points

**EDPROFM 797A** 30 Points

**EDPROFM 797B** 30 Points

**MEd 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.

*Restriction: ACE 570.524, 571.520*

**Education Special****Stage II**

**EDSPEC 234** 15 Points  
**Working for Families**

Examines the experiences of family and whānau when a member has a disability or special educational need. It reviews approaches used to support families seeking appropriate education and other services for a family member. The implications for professional practice are identified.

*Prerequisite: Any 30 points passed from the BHumServ Schedule*

*Restriction: ACE 560.703, EDSPEC 334*

**Postgraduate 700 Level Courses**

**EDSPEC 700** 30 Points  
**Special Topic**

**Human Services****Stage I**

**HUMSERV 101** 15 Points  
**Psychology for Human Services**

An introduction to the study of psychology and its application to working in human services. Students

will explore key theorists and theories of psychology. A particular emphasis on learning theory, developmental processes of social, cognitive, moral and personality interaction. A central theme is an understanding of human behaviour in social settings.

*Restriction: ACE 962.507*

**HUMSERV 102** 15 Points  
**Lifespan Development for Human Services**

An introduction to the theories of lifespan development. Key issues affecting human development and its relevance and application to the work of human service practitioners will be explored. The consideration of social contexts of human development will be a central theme.

*Restriction: ACE 990.506, ACE 435.503*

**HUMSERV 103** 15 Points  
**Applied Professional Practice 1**

An introduction to processes of evaluation to identify best practice strategies in human services. Students will collect evidence and assess an aspect of their own practice. Based on this investigation, and with supervision, they will formulate and implement a small scale plan to change an aspect of their practice as a human service worker.

*Restriction: ACE 962.500*

**Stage II**

**HUMSERV 201** 15 Points  
**Leadership in Human Services**

An exploration of contemporary leadership concepts, organisation structures and models with a view to their implementation within human service settings. Various approaches to team structure found in human services will be examined. Organisational structures and culture will be explored with a view to understanding how they are created, sustained and changed.

*Prerequisite: SOCWORK 111, or 30 points passed from the BHumServ Schedule*

*Restriction: ACE 961.603*

**HUMSERV 202** 15 Points  
**Reflective Practice in Human Services**

Developing the processes of reflective practice to evaluate 'self' in their role as a human service practitioner. Using an experiential and collaborative approach, students will apply action learning and gather data on their own practice. In consultation with a colleague or mentor, students will implement and evaluate change in their professional practice.

*Prerequisite: HUMSERV 103 and 30 points passed from the BHumServ Schedule*

*Restriction: ACE 962.606*

**HUMSERV 203** 15 Points  
**Ethics and Social Justice**

An introduction to major normative ethical theories and to the moral controversies of applied ethics that are relevant to the fields of disability studies and youth work. An examination of the application of the principles of justice to disabled people and youth as expressed in relevant universal declarations and conventions and national legislation.

*Prerequisite: Any 30 points passed from the BHumServ Schedule*

*Restriction: ACE 961.605*

**HUMSERV 211** 15 Points  
**Assessment, Planning and Coordination**

An examination of the practical components and

implications of assessment, planning and coordination in human services. The theory and practice of needs assessment, service coordination and budget management are examined. The professional ethics and related practice issues are examined in relation to these activities.

*Prerequisite:* Any 30 points passed from the BHumServ Schedule

#### **HUMSERV 212 15 Points** **Social Psychology for Practitioners**

An extended exploration of social psychology for human services workers, with a specific focus on the empirical research that places behaviour in the context of social/applied settings. An understanding of how behaviour is influenced by the actual or imagined presence of other(s), drawing on approaches such as, attribution theory, social cognition, and self.

*Prerequisite:* HUMSERV 101 and any 30 points passed from the BHumServ Schedule

*Restriction:* ACE 961.607

### **Stage III**

#### **HUMSERV 301 15 Points** **Quality Assurance in Human Services**

An examination of the core concepts of quality in relation to human service provision. A range of quality management approaches and their applications will be explored. Critical regard will be taken of the relationship between quality of life and service practice.

*Prerequisite:* 30 points in HUMSERV or DISABLT courses

#### **HUMSERV 302 15 Points** **Applied Professional Practice 3**

A consolidation of understanding of the function of reflection as a professional tool in human service practice. A critical analysis of their own practice, connecting it to theory. With supervision and using appropriate methodology they will identify underlying assumptions, values and beliefs. Students will implement and evaluate change in their professional practice.

*Prerequisite:* HUMSERV 202 and 30 points passed at Stage II from the BHumServ Schedule

#### **HUMSERV 303 15 Points** **Communication and the Community**

Involves four weeks of practice providing opportunities to consider the social context of assessment, planning and coordination. The social imperatives unique to Aotearoa New Zealand are examined including acknowledgement of and respect for cultural beliefs, in particular those of Māori, Pasifika and migrant people. Highlights service responsibilities to consult with families and assist them to develop support networks. Identification of natural and community supports and living options for disabled people and their families are promoted.

#### **HUMSERV 304 15 Points** **Needs Assessment and Service Coordination**

Fosters skilled practice in needs assessment and service coordination. In consultation with an off-site professional supervisor and on-site colleague, students will complete the practical requirements of a range of tasks related to needs assessment and service coordination.

#### **HUMSERV 381 15 Points**

##### **Special Topic**

*Prerequisite:* Any 30 points passed at Stage II from the BHumServ Schedule

### **Professional Counselling**

#### **Postgraduate 700 Level Courses**

#### **PROFCOUN 701 15 Points**

##### **PROFCOUN 701A 7.5 Points**

##### **PROFCOUN 701B 7.5 Points**

##### **Counselling Laboratory**

An intensive 'laboratory' in which students work in small groups, to develop skills and strategies for the facilitation of counselling processes. The Counselling Laboratory also provides a continuous opportunity for students to integrate theory with practice, and to develop confidence and effectiveness in their role as counsellors.

*To complete this course students must enrol in PROFCOUN 701 A and B, or PROFCOUN 701*

#### **PROFCOUN 702 15 Points** **Special Topic**

#### **PROFCOUN 703 15 Points** **Special Study**

#### **PROFCOUN 704 15 Points** **Special Topic**

#### **PROFCOUN 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.

#### **PROFCOUN 797A 60 Points**

#### **PROFCOUN 797B 60 Points** **Research Portfolio**

A supervised programme of coherent research activity related to 500 hours of counselling practice undertaken concurrently. The research portfolio will reflect the research and professional knowledge, understanding and skills developed during the course of the programme. It will include three case studies and other components reflecting additional, research-related activities, to be determined individually in consultation with the supervisor.

*Prerequisite:* EDPROFST 750

*To complete this course students must enrol in PROFCOUN 797 A and B*

#### **PROFCOUN 798A 30 Points** **PROFCOUN 798B 30 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.

To complete this course students must enrol in PROFSCOUN 798 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 practicum of 75 hours of supervision related activities including individual professional supervision, supervisory practice, attendance at professional development seminars and presentation of a major case study and a seminar presentation, in order to enable students to integrate supervision theory with practice.

Prerequisite: PROFSUPV 700, 701

#### PROFSUPV 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 711 30 Points

##### Supervision in Child Welfare Practice

A critical examination of the impact of selected professional supervision approaches on child welfare practice with families/whānau. A range of theoretical perspectives on responses to complex child welfare system dynamics will be explored. Examines strategies

for effective individual, peer and group supervision within child welfare practice.

Restriction: PROFSUPV 702

#### 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

##### Special Topic

#### PROFSUPV 716 30 Points

##### Special Topic

#### PROFSUPV 717 15 Points

##### Special Study

## Social Work

### Foundation Courses

#### SOCWORK 10F 15 Points

##### Social Services in Aotearoa New Zealand

Introduces students to a wide range of social services organisations and examines the provision of welfare and contributions of a range of groups from 'grass roots' community organisations to government agencies.

#### SOCWORK 11F 15 Points

##### Aotearoa Society in Context

Considers the migration stories of the many peoples who make up Aotearoa New Zealand society and explores some contemporary issues and trends with particular reference to education and social services. Particular consideration will be given to Te Tiriti o Waitangi.

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**Stage I****SOCWORK 111** 15 Points  
**Professional Communication Skills**

An introduction into effective personal and professional communication in human services. An experiential and collaborative approach will be used to assist students to explore the place of self in the communication process, to understand the stages, purpose and task of the communication process, and to develop effective interaction.

**SOCWORK 112** 15 Points  
**Sociology for Human Services**

Introducing the traditions of sociological analysis and its application to the human services. Key theory and theorists, the history of ideas and debates within sociology, and their relevance to practitioners' understanding of contemporary New Zealand society will be explored. A central theme is that a critical sociological imagination is essential for practitioners in social service settings.

*Restriction: ACE 990.604, 962.501*

**SOCWORK 113** 15 Points  
**Culture and Diversity**

An introductory exploration of notions of culture and diversity that critically examines impacts on individuals, whānau and communities in Aotearoa. A range of cultural perspectives will lead to and encourage critical discovery of 'self' in relation to realms of difference in the context of social and human services.

**SOCWORK 114** 15 Points  
**Treaty of Waitangi in Human Services**

Examines the Treaty of Waitangi and its significance in regard to historical events, trends and theories of social, economic and political change in Aotearoa New Zealand society. Explores the implications of the Treaty of Waitangi in social service delivery practice and past, present and future significance in Māori development.

*Restriction: ACE 990.606*

**SOCWORK 115** 15 Points  
**The Social Work Environment**

An introduction to the history and practice of social work and the wider policy environment that will be encountered while working in the profession. Examination of the roles played in the profession and familiarisation with traditions of care and policies of welfare that influence the work of social workers and social services.

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**Stage II****SOCWORK 211** 15 Points  
**Social Policy Development**

Explores the design and analysis required in policy advocacy and policy development. Consideration of the contexts where policy review and development occur, the procedures involved, the role and preparation of submissions outlining a case for change and the proposal for new policy, and the obligations required in policy innovation and evaluation.

*Prerequisite: SOCWORK 112*

*Restriction: ACE 990.607*

**SOCWORK 212** 15 Points  
**Bicultural Social Work Practice**

An introduction to study of the personal and professional impact of the Treaty of Waitangi in

social work practice and social workers' obligations to bicultural practice. Development of an understanding of the principles of bicultural practice and articulation of their professional stance.

*Restriction: ACE 990.502*

**SOCWORK 213** 15 Points  
**Social Work Practice Skills**

Development of the key skills of practice including: engagement, assessment, intervention, referral and evaluation. Drawing on theoretical approaches provided in SOCWORK 214 this course will develop the skills for working with clients in a variety of settings and cultural contexts. To be studied concurrently with SOCWORK 214.

*Corequisite: SOCWORK 214*

*Restriction: ACE 990.504*

**SOCWORK 214** 15 Points  
**Social Work Practice Theories**

An introduction to a range of theories and models of practice in social work and their application to a variety of social work settings, including an exploration of personal and professional values within the framework of relevant codes of ethics, cultural practice and the importance of professional supervision. To be studied concurrently with SOCWORK 213.

*Corequisite: SOCWORK 213*

*Restriction: ACE 990.503*

**SOCWORK 216** 15 Points  
**Law and the State in Social Work**

A sociological exploration of the issues presented by the legal framework that impact on social workers' mandate to practise. A critical investigation of the state's law-making functions and conflicting imperatives across a range of social work fields, including the family, justice, and mental health.

*Restriction: ACE 991.602*

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**Stage III****SOCWORK 310** 15 Points  
**Special Topic****SOCWORK 311** 15 Points  
**Social Work Process and Practice**

Students are required to integrate a defined range of approaches to practice comprising work with individuals, families and small groups. Knowledge, skills, values and ethics associated with direct practice will be extended. Students will apply the social work process of reflection and use of self in preparation for becoming a mindfully reflexive practitioner.

*Prerequisite: SOCWORK 214*

*Restriction: ACE 990.603*

**SOCWORK 312** 15 Points  
**Applied Social Research**

Social workers are reclaiming the research agenda in social work. Sound social work practice relies on evidence to inform theoretical frameworks, intervention decisions and practice evaluation. A practical introduction to the principles, theories and approaches that inform social research, with a particular emphasis on social work contexts.

*Restriction: ACE 990.605*

**SOCWORK 315** 15 Points  
**Organisations and Management**

Examines the variety of organisational frameworks from which human services are practised and the impact of these contexts on professional identity and

practice in the workplace. Contemporary management approaches will be examined with reference to theory and roles and responsibilities assumed by human service managers in a complex and dynamic environment.

*Prerequisite:* SOCWORK 211

*Restriction:* ACE 991.601

**SOCWORK 316** 45 Points

**SOCWORK 316A** 22.5 Points

**SOCWORK 316B** 22.5 Points

#### Professional Practice Portfolio

This course requires students to demonstrate through portfolio compilation and verbal presentation their competency and professional identity, applicable to their current field of social activity. A critical evaluation of practice approach through discussion of favoured models of practice, application of these to practice situations, values, skills, political perspective and commitment to accountability.

*To complete this course students must enrol in SOCWORK 316 A and B, or SOCWORK 316*

**SOCWORK 317** 30 Points

#### Supervised Field Practice and Professional Development 1

A practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills gained from the first two years of the Bachelor of Social Work programme. A significant part of this course includes a period of 12 weeks supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.

*Prerequisite:* SOCWORK 213, 214

*Corequisite:* SOCWORK 311

*Restriction:* ACE 990.501

**SOCWORK 351** 15 Points

#### Working with Pasifika Communities

Pasifika organisations working with Pasifika communities in Aotearoa is a relatively new phenomenon. This course seeks to navigate 'Pasifika waves' that embrace traditional and contemporary notions of working with Pasifika Nations.

**SOCWORK 353** 15 Points

#### Counselling in Social Practice

An exploration of theories and models of practice in counselling in social services settings. Includes preparation for work with individuals and whānau in a range of settings and with clients from different social and cultural backgrounds.

*Restriction:* ACE 992.705

**SOCWORK 356** 15 Points

#### Community Development

An in-depth examination of the historical and theoretical framework of community development and community work with reference to strategies for the development of diverse and indigenous communities. Skills, strategies and models of community work, advocacy, networking and development work are explored.

*Prerequisite:* Any 60 points passed at Stage II

*Restriction:* ACE 990.608, 991.603

**SOCWORK 383** 15 Points

#### Special Topic

### Stage IV

**SOCWORK 411** 15 Points

#### Social Work Interventions for Best Practice

An in-depth examination of contemporary issues in social work practice, focusing on evidence-based practice and intervention skills that have direct application to complex practice situations.

*Prerequisite:* SOCWORK 311, 317

*Restriction:* ACE 990.703

**SOCWORK 413** 15 Points

#### The Social Work Discourse

The application of sociological analysis to consideration of the role and characteristics of social work practice. An exploration of the professional discourse is framed and how major social trends impact on that discourse in practice and the public domain.

*Restriction:* ACE 990.704

**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

**SOCWORK 415** 30 Points

#### Supervised Field Practice and Professional Development 2

An advanced practicum course which provides an exposition of the relationship between critical reflection, professional supervision and ethical practice to the knowledge, skills and practice experience of the social work profession. A period of 16 weeks supervised agency-based practical experience is included in this course that builds on participant knowledge and skills.

*Prerequisite:* SOCWORK 317

*Restriction:* ACE 990.601

**SOCWORK 416** 45 Points

#### Professional Practice Project

A student directed project intended to develop a field of proficiency applicable to current or future professional interests. The project will involve research investigation, critical reflection and analysis, evaluation, and the preparation of resources or development of new practice. On completion students will showcase their project in a verbal presentation.

**SOCWORK 484** 15 Points

#### Special Topic

### Postgraduate 700 Level Courses

**SOCWORK 711** 15 Points

#### Social Work Interventions for Best Practice

An in-depth examination of contemporary developments in social work practice, with an emphasis on the employment of evidence-informed interventions that have direct application to complex practice situations.

*Prerequisite:* SOCWORK 311, 317

*Restriction:* ACE 990.703, SOCWORK 411

**SOCWORK 713** 15 Points

#### The Social Work Discourse

A critical analysis of contemporary social work practice, utilising sociological perspectives and



contemporary social theory. An in-depth exploration of how the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain.

*Restriction: ACE 990.704, SOCWORK 413*

**SOCWORK 714A** **22.5 Points**

**SOCWORK 714B** **22.5 Points**

**Social Work Honours Research Project**

An integrated approach to social work research using a range of research strategies. Students apply research and practice principles to existing qualitative and quantitative datasets to engage in problem definition, critical review of relevant literature, research strategies and design, data analysis and reporting of research findings to inform professional practice in social work and social services.

*Prerequisite: SOCWORK 312, 317*

*To complete this course students must enrol in SOCWORK 714 A and B*

**SOCWORK 715** **30 Points**

**Supervised Field Practice and Professional Development**

An advanced practicum course which includes a critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice. This course includes a minimum of 65 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and subsequent coursework.

*Prerequisite: SOCWORK 317*

*Restriction: ACE 990.601, SOCWORK 415*

**SOCWORK 716** **30 Points**

**Practice Case Studies**

A student directed project intended to enhance proficiency in advanced practice applicable to current or future professional interests. The project will involve review of literature, critical reflection and analysis, evaluation, the exploration of narrative reports and the preparation of case studies. On completion students will showcase their project in a verbal presentation.

*Prerequisite: SOCWORK 316*

**SOCWORK 718** **30 Points**

**SOCWORK 718A** **15 Points**

**SOCWORK 718B** **15 Points**

**Applied Research in Social Services**

Examines the role of applied research within professional practice. An in-depth examination of research methods, traditions and techniques particularly used in analysing, evaluating and auditing social service programmes and practices. Aims to enhance and develop the knowledge and understanding of students with regard to the nature and application of a broad range of research methods, the role of theory, ethics and politics in research and in developing a research proposal.

*To complete this course students must enrol in SOCWORK 718 A and B, or SOCWORK 718*

**SOCWORK 719** **30 Points**

**Special Study**

**SOCWORK 721A** **15 Points**

**SOCWORK 721B** **15 Points**

**Theories and Skills in Social Work Practice**

An in-depth examination of theoretical perspectives, skills and approaches in social work practice related to interpersonal work with individuals, families and

groups living through challenging situations. Content will include a critical engagement with contemporary literature and the examination of evidence-informed interventions and critically reflective strategies that help guide professional practice in collaborative and safe environments.

*To complete this course students must enrol in SOCWORK 721 A and B*

**SOCWORK 722** **30 Points**

**Developing Social Work Professional Identity**

Examines contemporary and historical social work cultural identity, language and discourse as a global profession. Socialisation to the profession and its values is explored through a defined range of practice fields, premised on a human rights and social justice framework. Systemic models of practice are reviewed. Inter-professional practice, professional ethics, anti-oppressive and bicultural practice and registration are analysed in the New Zealand setting.

**SOCWORK 723** **15 Points**

**Social Work in the New Zealand Context**

Examines the history, policy, law, social patterns, trends and issues that contribute to the working environment for bicultural social work practice in Aotearoa New Zealand. Content will encourage an understanding of the organisational, statutory and community context of social services, professional practice and the reflective social worker operating in settings that can be examined, challenged and changed.

**SOCWORK 724** **15 Points**

**Applied Social Work Research Methods**

Examines the professional and ethical mandate for research which aims to enhance the growth of all forms of knowledge that inform effective social work practice. Students are introduced, as research consumers and practitioners, to the principles, theories, ethics and approaches that inform social research as applied in social work contexts.

**SOCWORK 725** **30 Points**

**Supervised Field Placement I**

A first practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills. A significant part of this course includes a period of a minimum of 50 days of supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.

*Prerequisite: SOCWORK 721, 722, 723*

*Corequisite: SOCWORK 724*

**SOCWORK 734A** **15 Points**

**SOCWORK 734B** **15 Points**

**Professional Social Work Research in Practice**

Following the logic of social work practice and evidence-informed interventions, students will examine relevant social work research literature and common approaches. They will critically apply ethical research and practice principles to problem definition, literature review, research strategies, proposals and design, and evaluation of evidence, culminating in a robust evidence-based approach to practice.

*Prerequisite: SOCWORK 721–725*

*To complete this course students must enrol in SOCWORK 734 A and B*



**SOCWORK 735 30 Points****Supervised Field Placement II**

An advanced practicum course which includes a critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice. Includes a minimum of 70 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and concurrent coursework.

*Prerequisite: SOCWORK 721–725*

**SOCWORK 739 15 Points****Integration Portfolio**

An integrative summary with critical reflection on student development as a social work practitioner. The portfolio demonstrates an understanding of the student's professional and skills development within the context of their academic programme and practice learning.

*Prerequisite: SOCWORK 721–725*

**SOCWORK 752 15 Points****Issues in Clinical Practice**

An in-depth examination of theoretical and cultural perspectives in a range of fields within health social work. Content will include contemporary literature and research on assessments and interventions that can assist adults and children experiencing grief, loss and change through the lifespan and the impact of major change in social circumstances on health and wellbeing.

**SOCWORK 757 30 Points****SOCWORK 757A 15 Points****SOCWORK 757B 15 Points****Policy Appraisal and Innovation in Human Services**

Enables students to assess the construction and performance of policy in fields of social and human service practice. Explores contemporary policy, comparative policy analysis, research-led policy development, programme monitoring and evaluation. Examines practitioner responsibility for policy appraisal to enable practitioners to become conversant with policy innovation and change in professional settings.

*To complete this course students must enrol in SOCWORK 757 A and B, or SOCWORK 757*

**SOCWORK 758 30 Points****Special Topic****SOCWORK 759 15 Points****Special Topic****SOCWORK 796A 60 Points****SOCWORK 796B 60 Points****Thesis**

*To complete this course students must enrol in SOCWORK 796 A and B*

**SOCWORK 797A 45 Points****SOCWORK 797B 45 Points****Research Portfolio**

*To complete this course students must enrol in SOCWORK 797 A and B*

**Social Work Child and Family Practice****Stage II****SOCCHFAM 215 15 Points****Whānau-Family-Aiga Practice**

An exploration of the structural, emotional, social and cultural dimensions of families, encompassing the relevance of cultural knowledge and appropriate interventions in diverse family practice and examination of the significance and impact of social issues on whānau-family-aiga systems.

*Restriction: ACE 991.604*

**SOCCHFAM 232 15 Points****Child and Family Law and Social Work**

An in-depth exploration of legislation that impacts on children, young people and their families. The processes of guardianship, custody and access in the context of Aotearoa New Zealand will be examined. Emerging trends in the conception, configuration and perceptions of families will be critically discussed in relation to the legislation and rights of children and young people.

**Stage III****SOCCHFAM 314 15 Points****Child Protection Practice**

An examination of the theoretical frameworks for understanding child abuse and neglect, and an investigation of strategies for safe professional practice in child protection. It includes the consideration of the role of both statutory and community agencies in protecting and assisting children and families.

*Prerequisite: SOCWORK 311*

*Restriction: ACE 992.703*

**SOCCHFAM 332 15 Points****Working with Children and Families**

An exploration of effective approaches, policies, practices and principles used to engage with children and their families within the context of Aotearoa New Zealand. This course will develop the skills and knowledge necessary for working with children and their families. This will involve assessing family capacity, child development and the significant relationships that promote child and family wellbeing.

**SOCCHFAM 382 15 Points****Special Topic****Stage IV****SOCCHFAM 431 15 Points****Child and Adolescent Mental Health Issues**

A critical examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on the current successful treatments for severely emotionally distressed children and young people within Aotearoa New Zealand.

**SOCCHFAM 482 15 Points****Special Topic****Postgraduate 700 Level Courses****SOCCHFAM 731 15 Points****Child and Adolescent Mental Health Issues**

An in-depth examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis

on contemporary literature and evidence informed practice with children and young people within Aotearoa New Zealand.

*Restriction: SOCCHFAM 431*

#### **SOCCHFAM 734 30 Points**

##### **Issues in Child Welfare and Protection**

Explores the critical issues in child welfare and protection encountered by health and human services workers. The historical, social and conceptual basis for an understanding of child abuse and neglect is considered. Explores research-led strategies to address personal, professional, and societal responses to the needs of vulnerable children.

#### **SOCCHFAM 735 15 Points** **Special Topic**

#### **SOCCHFAM 736 15 Points** **Special Topic**

### **Social Work Health Practice**

#### **Stage II**

#### **SOCHLTH 231 15 Points** **Health Social Work Practice**

Explores the role of social work practice in a health setting. An examination of the social work role both within a community and institutional setting, key health strategies, the structure and funding of health, and core skills in facilitating family meetings and working with issues of grief, loss and recovery.

*Restriction: ACE 992.701*

#### **Stage III**

#### **SOCHLTH 313 15 Points** **Mental Health in Social Practice**

An exploration of the dynamics of social practice with service users and their whānau/family with mental health issues. This course includes an examination of mental health policy and broad approaches to care and recovery. An overview knowledge of the major mental health illnesses and associated recovery strategies will be provided. The impact of mental health issues in Māori, Pasifika, people with disabilities, young people and refugee and migrant communities will be examined.

*Restriction: ACE 992.702*

#### **SOCHLTH 334 15 Points** **Effective Social Work in Health and Disability Services**

Explores the role of social work with people who have disabilities or experience disabling conditions through accident, illness and aging. Examines policy and strategies of support for recovery and rehabilitation. Develops skills to address the psychosocial impact of physical loss and change with individuals, carers and families.

#### **SOCHLTH 381 15 Points** **Special Topic**

#### **Stage IV**

#### **SOCHLTH 432 15 Points** **Working with Grief and Loss**

An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be

explored. Content will include developing social work skills and interventions that can assist adults and children experiencing grief, loss and change.

#### **SOCHLTH 481 15 Points** **Special Topic**

### **Postgraduate 700 Level Courses**

#### **SOCHLTH 732 15 Points** **Working with Grief and Loss**

An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include contemporary literature and the examination of evidence-informed interventions that can assist adults and children experiencing grief, loss and change.

*Restriction: ACE 990.601, SOCHLTH 432*

#### **SOCHLTH 751 15 Points** **Interpersonal and Family Violence**

An in-depth examination of theory and practice issues associated with interpersonal violence, including definitions, prevalence, consequences and risk and protective factors. Explores violence prevention and intervention activities at the individual, family, organisational, community and societal levels. The emphasis is on New Zealand responses to family violence, but links are made to the global situation.

*Restriction: SOCWORK 751*

#### **SOCHLTH 753 15 Points** **Health Social Work: Identity and Theory**

A critical examination of contemporary literature, research and cutting edge strategies in health social work. Changes in the meaning of health and the impact on identity and practice will be explored with reference to professional borders and boundaries and interprofessional collaboration.

*Restriction: POPLPRAC 755*

#### **SOCHLTH 754 15 Points** **Health Social Work: Leadership and Professional Development**

A critical examination of essential aspects of leadership relevant to health social work, drawing from contemporary approaches to organisational behaviour. Essential skills for organisational excellence, including quality and auditing, project design and management, change management and leadership of professional development are explored.

#### **SOCHLTH 756 30 Points** **Special Topic**

#### **SOCHLTH 757 30 Points** **Special Study**

### **Social Work Youth Practice**

#### **Stage II**

#### **SOCYOUTH 233 15 Points** **Working with Young People**

An exploration of the role of social work with young people in Aotearoa New Zealand. An introduction to youth services with reference to the legal, policy and practice dimensions that impact on young people, their families and communities.

*Restriction: ACE 535.506*

**Stage III****SOCYOUTH 333 15 Points****Working with Challenging Behaviours**

An application of skills, knowledge, strategies and interventions that enable successful engagement with people who present with behaviours and attitudes that may impede or challenge the establishment of effective working relationships. This course will examine a variety of contemporary approaches that inform best practice with the dynamics of aggression, violence and other problematic behaviours with a range of client populations.

**Stage IV****SOCYOUTH 433 15 Points****Youth Justice Issues and Strategies**

An in-depth examination of contemporary literature, research and cutting edge strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group.

**SOCYOUTH 483 15 Points**  
**Special Topic****Postgraduate 700 Level Courses****SOCYOUTH 733 15 Points****Youth Justice Issues and Strategies**

A critical examination of contemporary literature, research and evidence informed strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group.

*Restriction: ACE 990.601, SOCYOUTH 433*

**SOCYOUTH 736 15 Points**  
**Special Topic****Youth Work****Stage I****YOUTHWRK 151 15 Points****Conceptualising Young People**

An exploration of historical and contemporary social constructions of youth and the ways in which socio-cultural factors such as gender, ethnicity, sexual orientation and environment impact on young people's development and identity.

*Restriction: ACE 435.501*

**YOUTHWRK 152G 15 Points****Understanding New Zealand Youth**

This course examines the concept of 'youth' and the historical, economic and political contexts in which young people live and are schooled in New Zealand society. The concept of youth is explored as a fundamental aspect of human development, identity and culture. The ways that we learn about what it is to be a young person in New Zealand today, including sport, body image, media, music, technology and social networking will be explored.

**Stage II****YOUTHWRK 253 15 Points****Addictions and Youth**

An examination of addictions related to intoxicating commodities such as alcohol, intimacy and sex, food

and exercise, money and information technologies and their impact on health outcomes for young people in Aotearoa New Zealand. It examines the patterns and effects of discourses and practices related to various addictions and their treatment where youth are concerned.

*Prerequisite: Any 30 points passed from the BHumServ Schedule*

*Restriction: ACE 535.508*

**YOUTHWRK 281 15 Points****Special Topic**

*Prerequisite: Any 30 points passed from the BHumServ Schedule*

**Stage III****YOUTHWRK 353 15 Points****Enhancing Pasifika Development**

Examines the place, roles and relationships of Pasifika youth in Aotearoa New Zealand society. Examines the cultural assets of Pasifika youth and the challenges and difficulties they face. Services and initiatives targeted at enhancing Pasifika youth inclusion and development will be critically examined with reference to current theories, research and community perspectives.

*Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule*

*Restriction: ACE 535.705*

**YOUTHWRK 354 15 Points****Rangatahi: Taonga Tuku Iho**

An examination of social and cultural factors that influence the aspirations and participation of Rangatahi in society. The course will encourage the integration of theoretical perspectives that inform the development and implementation of practical strategies predicated on a Māori worldview.

*Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule*

*Restriction: ACE 535.704*

**YOUTHWRK 381 15 Points****Special Topic**

*Prerequisite: Any 30 points passed at Stage II from the BHumServ Schedule*

**Faculty of Engineering****Bioengineering****Postgraduate 700 Level Courses****BIOENG 796A 60 Points****BIOENG 796B 60 Points****ME Thesis (Bioengineering)**

A student is required to submit a thesis on a topic assigned by the Director of Bioengineering.

*To complete this course students must enrol in BIOENG 796 A and B*

**Biomedical Engineering****Stage II****BIOMENG 221 15 Points****Mechanics of Biomaterials**

The principles of mechanics and the special



circumstances associated with applying these principles to living and prosthetic structures will be presented. Topics include: introduction to linear elasticity, stresses and strains specific to direct and torsional loading, material constitutive relationships (including anisotropy, nonlinearity, and viscoelasticity), axial and transverse loading of bone, pressure loading of the heart, and theories of failure. *Restriction: ENGSCI 274*

**BIOMENG 241** **Instrumentation and Design** **15 Points**

An introduction to engineering instrumentation related to the measurement of biological signals. Topics include: Fundamentals of measurement systems (electric circuits, basic electronics, frequency domain signal analysis and transient analysis, measurement systems). This course will cover the design methodology of instrumentation systems and include an instrumentation design project.

*Prerequisite: ELECTENG 101*

*Restriction: BIOMENG 233*

**Stage III**

**BIOMENG 321** **Continuum Modelling in Bioengineering** **15 Points**

An introduction to continuum modelling approaches to bioengineering problems across a range of spatial scales. Topics include: mathematical modelling of gene regulation; molecular and cellular mechanics of striated muscle; and finite deformation elasticity and constitutive laws of soft biological materials; vascular networks and flow.

*Restriction: ENGSCI 371*

**BIOMENG 341** **Bioinstrumentation and Design** **15 Points**

Sensors and actuators (temperature, position, force, pressure, flow, bioelectric, optical sensors and instruments). Signals, systems and controls (s-domain signal notation, transfer functions, frequency response functions, block diagrams, the Laplace transform, first and second order systems, characterisation methods, fundamentals of control). Bioinstrumentation design methodology, Biomedical instrumentation design project.

*Restriction: ENGSCI 372, 373*

**BIOMENG 361** **Tissue and Molecular Bioengineering** **15 Points**

Overview of molecular and tissue engineering principles emphasising biochemical kinetics, gene regulation, cell behaviour and biomedical ethics. Laboratory practice 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: ENGSCI 211*

**Postgraduate 700 Level Courses**

**BIOMENG 791** **Special Topic** **15 Points**

*Prerequisite: Departmental approval required*

**BIOMENG 792** **Special Topic** **15 Points**

*Prerequisite: Departmental approval required*

**BIOMENG 793** **15 Points**

**Special Topic**

*Prerequisite: Departmental approval required*

**BIOMENG 794** **15 Points**

**Special Topic**

*Prerequisite: Departmental approval required*

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**Chemical and Materials Engineering**

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**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 211** **15 Points**

**Introduction to Process Engineering**

Materials and energy balancing with and without chemical reaction, materials and energy balances in multiphase systems such as crystallisation, evaporation, drying, humidification, dehumidification, absorption, distillation, extraction and filtration. An introduction to the most important unit operations in the chemical industry, design concept and safety as applied to processing.

**CHEMMAT 212** **15 Points**

**Energy and Processing**

Introduction to thermodynamics for processing engineering. The second law of thermodynamics. Thermodynamics of power and refrigeration cycles and flow processes. Classical chemical thermodynamics including concepts of chemical potential, fugacity and activities; their applications to vapour-liquid equilibria and reacting systems. Multi-component physical equilibria. Multiple reaction equilibria and system-free energy minimisation. Practical examples and applications.

**CHEMMAT 213** **15 Points**

**Transfer Processes 1**

Fluid properties: specific gravity, viscosity, surface tension and types of flow. Fluid statics and manometry. Math models of fluid motion: the Bernoulli equation. Dimensional analysis and similitude: Reynolds Number, Friction factor and



Prandtl number. Flow measurement, pumps/pumping and valves. Heat transfer via steady state conduction, convection and radiation. Effect of geometry, force and natural convection. Dimensionless correlations of heat transfer processes with flow processes. Film and overall heat transfer coefficients. Practical examples and applications.

**CHEMMAT 221****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 methods. Polymers, structure/property relationships; viscoelasticity.

**CHEMMAT 232****15 Points****Process Design 1**

Mechanics of solids and analysis of stress and strain. Introduction to materials selection. Design of thin walled pressure vessels. Application to the design of vessels, tanks, reactors, piping and heat transfer equipment. Introduction to the chemical industry, unit operations, line diagrams and process equipment. Report writing and oral communication skills.

*Restriction: CHEMMAT 231*

**CHEMMAT 242****15 Points****Applied Chemistry**

Topics in analytical, physical and organic chemistry, biochemistry and polymeric materials. Surface and interfacial processes. Introduction to analytical chemistry including instrumental techniques. Atomic structure, chemical bonding, kinetics and equilibrium. Fundamentals of organic chemistry. Carbohydrates, lipids and proteins, enzymes and fermentation. Polymeric materials and relevant industrial applications including plastics materials, coatings and adhesives.

**Stage III****CHEMMAT 312****15 Points****Transfer Processes 2**

Principles of continuous and staged processes. Mass transfer in various media, systems and phases. Interrelating reactor design to mass transfer processes. Studies of selected separation processes such as absorption, solvent extraction, and distillation. Heat transfer with phase change; nucleate and film boiling of liquids.

**CHEMMAT 313****15 Points****Advanced Process Engineering**

An in-depth analysis of selected topics that influence the design, operation, and performance of process plants. Topics may include particulate technology, particle mechanics and particle motions, non Newtonian fluid flow, two-phase solid-liquid and gas-liquid flow, flow through porous media and packed beds, filtration, centrifugation, fluidisation, variable-analysis of variations in materials and product processing, membrane separation methods and optimisation techniques.

*Restriction: CHEMMAT 316, 411*

**CHEMMAT 315****15 Points****Chemical Reactor Engineering**

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.

**CHEMMAT 317****15 Points****New Developments in Process Engineering**

Focusing on Green Process Engineering, this course aims to improve the sustainability and minimise the environmental impact of all process design and engineering. This includes: overview and quantification of human environmental impacts, waste and energy minimisation, clean technologies, life cycle analysis, Industrial Ecology, and emissions regulation. Unit operations covered: adsorption, strippers, precipitation, flocculation, ion exchange, membrane separations, and advanced oxidations.

**CHEMMAT 322****15 Points****Materials Processing and Performance**

Materials Performance: materials degradation and protection, including high temperature corrosion and high temperature materials, corrosion principles and practice, testing methods, corrosion resistant materials and corrosion protection. Cast irons and non-ferrous alloys; performance of polymers and ceramics. Materials Processing: liquid metal processes, including metal smelting, solidification and casting; mechanical forming processes.

*Restriction: CHEMMAT 321, 421*

**CHEMMAT 331****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.

**Postgraduate 700 Level Courses****CHEMMAT 712****15 Points****Chemical Engineering Seminar**

A graduate course on a topic or topics from the advanced fields of fluid mechanics, transport phenomena, heat transfer, particulate technology, chemical reactors, fuel technology, process simulation and control and other chemical engineering areas.

**CHEMMAT 713****15 Points****Studies in Chemical Engineering**

An advanced course on topics to be determined each year by the Head of Department of Chemical and Materials Engineering.

**CHEMMAT 716****15 Points****Advanced High Temperature Processing**

A theoretical and applied treatment of selected topics related to industrial processing in New Zealand. Examples may include: electrochemical engineering for aluminium production, reactors, heat and mass transfer in electrothermal production of metals and slags, metallurgical reactors for treatment and quality control of metals and alloys.

- CHEMMAT 717** 15 Points  
**Electrochemical Engineering**  
 The thermodynamics of 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**  
 A course with emphasis on new developments in materials science and engineering and their impact on technology and society. Topics may be selected from: surface engineering, nanocrystalline materials and composites, rapid solidification and mechanical alloying, diffusional synthesis, processing via solid state reaction, intermetallics, amorphous alloys and superconductors.
- CHEMMAT 722** 15 Points  
**Materials Seminar**  
 A course on a topic or topics in the field of materials to be determined each year by the Head of Department of Chemical and Materials Engineering.
- CHEMMAT 724** 15 Points  
**Advanced Materials Characterisation**  
 A course on modern methods for materials microstructural characterisation and analysis including: electron microscopy, microanalysis and surface analysis, atomic force microscopy (AFM), nanoindentation. The course will include both principles and practical experience of these techniques.
- CHEMMAT 726** 15 Points  
**The Light Metals Industry**  
 An overview of the light metals, Ti, Al and Mg, their chemistry, metallurgy and processing. It also deals with trends in the global light metals production and uses and recent advances in extending applications for these materials; economics of feedstock and materials selection and availability; power supply and management; efficient use of equipment and resources; and environmental issues.  
*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 731** 30 Points  
**Advanced Design for Reduction Technology**  
 Specification, planning and execution of a specific process design project in reduction technology. Detailed considerations in the project will include material selection, process energy demand and efficiency, costing and economics, environmental impact and process start-up and operation.
- CHEMMAT 732** 30 Points  
**Advanced Design Project**  
 An advanced design project looking at the design and manufacture of a product based on a plastics material. Detailed considerations will include material and process selection, mould design, costing and economics, and environmental impact.
- CHEMMAT 740** 15 Points  
**Advanced Polymer Materials**  
 Microstructure and morphology of semi-crystalline and amorphous polymers, including alloys and thermoplastic elastomers. The study of structure/property/processing inter-relationships for plastics materials. Coverage includes characterisation of plastics materials, especially spectroscopic, thermal and rheological analysis. Mechanical testing.
- CHEMMAT 741** 15 Points  
**Processing of Plastics**  
 In-depth coverage of advanced processing techniques including associated rheology considerations. The course includes the study of additives, degradation processes and the prevention of degradation, formulation of products and the mixing of materials.
- CHEMMAT 742** 15 Points  
**Plastics Materials Design**  
 Material properties and selection. Drying and heat transfer. Plastics part and mould design, moulding simulation software. IML, co-moulding and advanced moulding techniques. Fabrication and lifecycle considerations.
- CHEMMAT 743** 15 Points  
**Selected Topics in Plastics Processing**  
 Modular course covering specialised topics and applications including thermosetting elastomers, powder coating, reaction injection moulding and liquid moulding of siloxanes and urethanes. Reactive compounding of alloys, sintering. Specialised processes including thermoforming, coil coating, cast film and rotational moulding.
- CHEMMAT 750A** 15 Points  
**CHEMMAT 750B** 15 Points  
**Design Project**  
 Specification, planning and executing a specific process design project. The detailed considerations in the project to include environmental impact, safety and occupational health issues, material selection, process energy demand and efficiency, costing and economics, process start-up and operation.  
*Restriction: CHEMMAT 431, 432*  
*To complete this course students must enrol in CHEMMAT 750 A and B*
- CHEMMAT 751A** 15 Points  
**CHEMMAT 751B** 15 Points  
**Research Project**  
 A student is required to submit a report on project

work carried out on a topic assigned by the Head of Department of Chemical and Materials Engineering. The work shall be supervised by a member of staff.

*Restriction: CHEMMAT 441, 442*

*To complete this course students must enrol in CHEMMAT 751 A and B*

### **CHEMMAT 752** **Process Dynamics and Control** **15 Points**

Introduction to process instrumentation, modelling and simulation, first, second and higher order systems, transport delay, interactive elements, open-loop and negative feedback systems, transient response analysis, controllers and controller tuning, advanced control strategies including feed-forward, cascade control, and predictive control. Control of common loops, unit operations, multiple loops and whole plants.

*Restriction: CHEMMAT 311, 411, 412*

### **CHEMMAT 753** **Non-metallic Materials** **15 Points**

Polymers – structure and physical properties, influence of structure and temperature on mechanical properties. Engineering polymers and design. Biological materials – structural and hierarchical relationships, structural proteins, natural fibres. Biological tissues as integrated multicomponent systems. Growth, adaptation and remodelling. Ceramics – bonding, structure, mechanical and thermal properties, high performance ceramics, glasses and composites, processing techniques.

*Restriction: CHEMMAT 422*

### **CHEMMAT 754** **Materials Engineering** **15 Points**

Advanced aspects of mechanical behaviour, primarily application of fracture mechanics and failure analysis. Nanomaterials and nanotechnology, primarily synthesis, processing and characterisation of nanomaterials. Applications in devices – sensing, catalysis and biomedical areas. Selected topics on surface engineering – coating and thin films technology. Further topics on tribology, friction and wear of materials, powder metallurgy.

*Restriction: CHEMMAT 423*

### **CHEMMAT 755** **Electronic Materials and their Applications** **15 Points**

Introduction to electronic properties of materials and their applications. Contents include: basic theories of electrical conduction, conducting and insulating materials, semiconductor properties and materials, dielectric, magnetic, optical, thermal and sensing properties and materials, and superconductors. This course will cover the basic properties, processing methods and performance of electronic materials. The applications of electronic materials in various industries will be emphasised.

*Restriction: CHEMMAT 424*

### **CHEMMAT 756** **Food Process Engineering** **15 Points**

Application of engineering principles to food processing. Study of main food processing operations: heating and thermal processing, cooling, freezing and thawing, evaporation, dehydration, the use of membranes and packaging. Innovative thermal and non-thermal food processes, and most fundamental areas of engineering relevant for food processing such as heat and mass transfer, are covered. Process

impact on food safety, quality and preservation is also discussed.

*Restriction: CHEMMAT 463*

### **CHEMMAT 757** **Engineering Biotechnology** **15 Points**

Principles of biochemical engineering. Exploitation of bioreaction and bioprocess systems. Introduction to biomolecular techniques and their applications. Enzyme and microbial reaction kinetics, bioreactor design and downstream processing. Examples of biochemical process and food industry applications.

*Restriction: CHEMMAT 361, 464, FOODSCI 704*

### **CHEMMAT 771** **Advanced Food Process Technology** **15 Points**

Advanced technology of dairy processing, meat processing, fruit and vegetable processing, seafood processing, wine processing and other specific food sectors strategic to New Zealand.

### **CHEMMAT 772** **Advanced Food Process Engineering** **15 Points**

Food process modelling and advanced food process engineering technologies. Advanced food unit operations including high pressure processing (HPP), pulsed electric field (PEF), other “cold” technologies, ohmic heating and advanced packaging.

### **CHEMMAT 773** **Food Process Systems Engineering** **15 Points**

Measurement, monitoring, control and optimisation of food process systems. Measurement, quality control (QC), Multivariate Data Analysis, and statistical process control (SPC). Control methods and strategies for food processes. Food process optimisation.

### **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 787</b>	<b>15 Points</b>
<b>Project X</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<b>CHEMMAT 788A</b>	<b>15 Points</b>
<b>CHEMMAT 788B</b>	<b>15 Points</b>
<b>Project Y</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<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>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<b>CHEMMAT 796A</b>	<b>60 Points</b>
<b>CHEMMAT 796B</b>	<b>60 Points</b>
<b>ME Thesis (Chemical and Materials)</b>	
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.	
<i>To complete this course students must enrol in CHEMMAT 796 A and B</i>	

## Civil Engineering

### Stage II

<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 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>Restriction: ENVENG 210, RESOURCE 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.	

<b>CIVIL 221</b>	<b>10 Points</b>
<b>Geomechanics 1</b>	
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.	

<b>CIVIL 230</b>	<b>10 Points</b>
<b>Fluid Mechanics 1</b>	
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.	

<b>CIVIL 250</b>	<b>10 Points</b>
<b>Civil Engineering Materials and Design</b>	
Properties and manufacturing of concrete, steel and timber structural products. Design principles and examples for concrete, steel and timber members.	

### Stage III

<b>CIVIL 312</b>	<b>15 Points</b>
<b>Structures and Design 2</b>	
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.	

<b>CIVIL 313</b>	<b>15 Points</b>
<b>Structures and Design 3</b>	
Design of structures in reinforced concrete, prestressed concrete and structural steel. Computer analysis of structures; use of a commercial analysis program. Design project.	

<b>CIVIL 314</b>	<b>10 Points</b>
<b>Structural Dynamics</b>	
Dynamics of single and multi-degree-of-freedom systems. Ground motion, response spectra, time-history and spectral modal analysis; introduction to seismic design.	

<b>CIVIL 322</b>	<b>10 Points</b>
<b>Geomechanics 2</b>	
Stability analysis in geotechnical engineering; slope stability, soil pressures on retaining structures, bearing capacity. Consolidation and settlement.	
<i>Prerequisite: CIVIL 221</i>	

<b>CIVIL 324</b>	<b>10 Points</b>
<b>Geomechanics 3</b>	
Shear strength of soil – triaxial testing, measurement of pore water pressures, and interpretation of test data. Effective and total stress paths for drained and undrained loading in laboratory tests and field applications. Consolidation and the use of preloading to accelerate consolidation. Application of elastic solutions in geomechanics.	
<i>Restriction: CIVIL 420</i>	

<b>CIVIL 331</b>	<b>10 Points</b>
<b>Hydraulic Engineering</b>	
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.	



**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 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. 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.  
*Prerequisite: CIVIL 721 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 such as: advanced scheduling techniques, integrated project delivery, building information modelling, negotiation techniques, dispute resolution and innovative project delivery models.  
*Prerequisite: CIVIL 703 or equivalent*

**CIVIL 705A** 15 Points  
**CIVIL 705B** 15 Points  
**Research Project**  
*Restriction: CIVIL 408*  
*To complete this course students must enrol in CIVIL 705 A and B*

**CIVIL 706** 15 Points  
**Special Topic**  
*Restriction: CIVIL 406*

**CIVIL 707** 15 Points  
**Construction Logistics Engineering**  
 Develops students' understanding of logistics issues facing construction engineering supply chains; including inventory costing and ordering models; Materials Requirements Planning (MRP); Manufacturing Resource Planning (MRP2); Just in Time (JIT) models; quick response systems and forecasting logistics requirements. Understand concurrent construction and client involvement in project definition of the Construction Logistics Function. Understanding logistics data management issues, including barcoding and tagging technologies.

**CIVIL 708** 15 Points  
**Work Based Learning**  
 Develops 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**  
 This course introduces construction engineering cost planning. Key subjects include estimating and prediction throughout the project lifecycle; principles and applications of cost planning, control and design economics. Construction cost data sources and applications, standard forms of cost analysis, estimating and tendering; effects of procurement methods and contract conditions on pricing; preliminaries costing and contractor's cash flow and bidding strategy.

**CIVIL 710** 15 Points  
**Advanced Structural Dynamics**  
 Vibration theory. Linear theory of discrete and continuous systems including the shear beam and coupled shear walls. Introduction to the non-linear theory of vibration. Response of structures to earthquake, traffic and wind loading. Response spectra concepts. Normal mode analysis. Numerical integration techniques.  
*Prerequisite: CIVIL 412 or 416 or 719 or equivalent*

- CIVIL 711** **Structures Seminar** **15 Points**  
 Selected topics from recent developments in structural analysis and design, including an introduction to the advanced behaviour and design of thin-walled steel sections and composite components made from cold-formed sheet and light-weight fillers.
- CIVIL 712** **Structural Analysis** **15 Points**  
 Analytical methods for some or all of the following structures: frames and grids, slabs, shear wall systems, shell structures, bridge superstructures. Structural optimisation.
- CIVIL 713** **Structures and Design 4** **15 Points**  
 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.  
*Prerequisite: CIVIL 312 and CIVIL 313 or equivalent*  
*Restriction: CIVIL 411*
- CIVIL 714** **Multistorey Building Design** **15 Points**  
 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.  
*Prerequisite: CIVIL 313 or equivalent*
- CIVIL 715** **Advanced Structural Concrete** **15 Points**  
 Behaviour of reinforced and prestressed concrete components and systems under complex loading and environmental conditions. Thermal and other loading conditions in bridge structures.  
*Prerequisite: CIVIL 313 or equivalent*
- CIVIL 716** **Engineering Risk Management** **15 Points**  
 A broad based understanding of the critical elements of risk and risk management within the construction and engineering industry. Key elements include risk identification with regard to the forms and types of risk inherent in construction. Risk analysis tools and techniques for the construction engineer, and risk response. Risk monitoring techniques, risk control and transference of risk methods. Risk within procurement, insurance issues and risk attenuation.
- CIVIL 717** **Advanced Structural Timber** **15 Points**  
 Advanced topics in timber design such as: shearwalls, diaphragms, special glulam beams, bolted connections, new fasteners, engineered wood products, laminated bridges, inspection of timber structures. Emphasis will be placed on latest international developments.  
*Prerequisite: CIVIL 451 or 750 or equivalent*
- CIVIL 718** **Advanced Steel Structures** **15 Points**  
 This course covers relevant and current issues

affecting the design and construction of steel structures for complex loading and environmental conditions. It combines theoretical aspects of the design of advanced steel structures with practical aspects and introduces new developments.  
*Prerequisite: CIVIL 411 or 713 or equivalent*

- CIVIL 719** **Matrix Structural Analysis** **15 Points**  
 Direct stiffness method applied to linear, nonlinear and stability analyses. Introduction to variational principles and finite element method. Projects in practical modelling of major structures such as bridges and multi-storey buildings. Use of commercial software.  
*Restriction: CIVIL 416*

- CIVIL 720** **Earthquake Engineering** **15 Points**  
 The fundamentals of seismology including earthquake waves, magnitudes and felt-intensities. The damaging effects of earthquake upon land and the constructions of man. Study of some relevant historical earthquakes. Strong earthquake motions and the vibratory response of land and buildings. Fundamentals of the earthquake-resistant design of engineering structures.  
*Prerequisite: CIVIL 314 or equivalent*

- CIVIL 721** **Foundation Engineering** **15 Points**  
 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.  
*Restriction: CIVIL 323, 421*

- CIVIL 722** **Slope Engineering** **15 Points**  
 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.  
*Restriction: ENVENG 324, CIVIL 422*

- CIVIL 723** **Rock Mechanics and Excavation Engineering** **15 Points**  
 Engineering rock behaviour – strength, elasticity and role of discontinuities. Stress – strain analysis, stability assessment of rock structures and support. Theoretical, practical and environmental aspects of ground excavations including ripping, cutting and blasting.

- CIVIL 724** **Soil Behaviour** **15 Points**  
 A systematic review of the engineering properties of soils: principle of effective stress, soil types and origins, permeability, dilatancy and pore pressure response, shear strength properties, compressibility models, consolidation and time dependent properties, partially saturated soil. Sedimentary, transported, residual soils and volcanically derived soils. Models for soil behaviour.

- CIVIL 725** **Geotechnical Earthquake Engineering** **15 Points**  
 Introduction to the concepts, theories and practices

of modern geotechnical earthquake engineering. Seismic considerations are a significant factor in the design of much of the infrastructure in seismically active countries like New Zealand. The course will include geophysical site investigation, site response analysis, liquefaction assessment and the earthquake behaviour of earth dams.

**CIVIL 726** **Engineering Geology** **15 Points**

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, GEOLOGY 372*

**CIVIL 730** **Fluid Mechanics Seminar** **15 Points**

Special topics selected from fluid dynamics, water resources engineering, statistics and numerical methods.

**CIVIL 731** **Water Resources Modelling** **15 Points**

Risk and uncertainty in water resources systems; evaluation of alternatives in water resources; hydrologic modelling; hydraulic modelling; river basin modelling; water resources economics.

**CIVIL 732** **Coastal Engineering 2** **15 Points**

Waves, wave theories, wave forces on structures. Breakers, tsunamis, flow-induced oscillations, resonance problems in tidal estuaries. Sediment transport by waves. Topics from coastal and harbour engineering.

*Prerequisite: CIVIL 431 or 733 or equivalent*

**CIVIL 733** **Coastal Engineering 1** **15 Points**

Coastal, port and ocean engineering. Theories governing waves, tides and currents. Design of structures subject to a marine environment.

**CIVIL 734** **River Engineering** **15 Points**

Scales; flows; fluvial processes; mixing; ecohydraulics.

**CIVIL 740** **Studies in Civil Engineering 3** **15 Points**

Advanced course on topics to be determined each year by the Head of Department of Civil and Environmental Engineering.

**CIVIL 741** **Ground Improvements and Geosynthetics Engineering** **15 Points**

Advanced ground improvement techniques including: densification, consolidation, preloading and surcharge, soil reinforcement, stabilisation and thermal ground improvement.

*Restriction: CIVIL 403*

**CIVIL 742** **Special Topic** **15 Points**

**CIVIL 750** **Timber Engineering** **15 Points**

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** **Experimental Geotechnical Engineering** **15 Points**

A student will undertake and report on experimental work, field or laboratory. The work will entail a range of soil and/or rock tests, such as but not limited to, triaxial tests, ring shear, consolidation, permeability, cone penetration tests, shear wave velocity and in situ vane tests.

**CIVIL 752** **Computational Geotechnical Engineering** **15 Points**

The student will undertake and report on analytical work that relates to geotechnical engineering. The work will entail analysis of engineering works using state of practice numerical analysis software to elucidate geotechnical design and performance.

**CIVIL 754** **Geotechnical Modelling** **15 Points**

Analysis of stress and strain in two and three dimensions, the idea of a constitutive law, elastic and plastic models for geomaterials. Numerical modelling of consolidation. Implementation of realistic models for soil and rock mass stress-strain-strength behaviour in numerical analysis software and evaluation of geotechnical software against known solutions.

**CIVIL 755** **Advanced Mechanics of Materials** **15 Points**

Advanced treatment of topics relating to the mechanics and properties of materials, components and systems used in civil engineering.

**CIVIL 758** **Traffic Systems Design** **15 Points**

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** **Highway and Transportation Design** **15 Points**

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 760** **Traffic Operations and Management** **15 Points**

Selected topics from: traffic signal performance measures (queues, delays, stops), coordination of signals and platoon dispersion. Traffic characteristics, traffic studies, analytical tools in traffic engineering, queuing theory and applications. Traffic impact assessment and parking design. Travel demand management and other intelligent transport systems techniques.

*Prerequisite: CIVIL 460 or 660 or 758 or equivalent*



**CIVIL 761 15 Points****Planning and Design of Transport Facilities**

Selected topics from: traffic signal practice/safety audits, two way highway planning, arterial traffic management, modelling and simulation and traffic flow.

*Prerequisite: CIVIL 460 or 660 or 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: CIVIL 460 or 660 or 758 or equivalent*

**CIVIL 763 15 Points****Transportation and Networks Analysis**

A course on logistics and scheduling from a graph and network theory perspectives; max-flow network problems; shortest-path and minimal-cost network problems; network synthesis and location problems.

*Prerequisite: CIVIL 460 or 660 or 758 or equivalent*

**CIVIL 764 15 Points****Highway Safety and Operations**

An advanced course in the planning, design, safety management and operation of highways. Topics include; traffic flow characteristics, highway capacity, special design vehicles and facilities. Passing and overtaking models analysis and treatments, highway safety, collision modification and mitigation, roadway and roadside design, skid resistance, delineation, temporary traffic control, evaluation methods, and environmental design and management measures.

*Prerequisite: CIVIL 360 and 361, or 661 or equivalent*

**CIVIL 765 15 Points****Infrastructure Asset Management**

An advanced course in the procedures, systems and techniques used in the planning, management, operation and maintenance of infrastructure assets. Topics include; institutional issues, legislation and resource management. Developing and critiquing asset management plans. Levels of service, demand forecasting, life cycle asset management, demand management, risk analysis, condition monitoring and deterioration modelling, optimised decision making, data needs and integration of asset management systems.

**CIVIL 766 15 Points****Road Asset Management**

Selected topics from: road asset management concepts, levels and functions; data requirements; evaluation of functional and structural performance; intervention criteria; deterioration modelling; economic evaluation; lifecycle analysis; prioritisation and optimisation; risk management; performance management; pavement management systems; procurement models for network management.

*Prerequisite: CIVIL 461, or 661, or 759 or equivalent*

**CIVIL 767 15 Points****Pavement Analysis and Design**

Selected topics from: pavement design philosophy; stresses, strains and deflections in pavements; pavement material properties and characterisation; traffic loading and volume; pavement failure mechanisms; structural and functional assessment

of pavements; empirical and mechanistic pavement design methods; pavement overlay design; asphalt mix design.

*Prerequisite: CIVIL 461, or 661, or 759 or equivalent*

**CIVIL 768 15 Points****Crash Reduction and Prevention**

An in-depth analysis of the techniques used to reduce and prevent road based crashes. Topics include; safety analysis, crash patterns, measuring safety, hazardous location identification, treatment and investigation procedures. Human factors, problem diagnosis and evaluation procedures. Road environment factors, geometrics, lighting, signs, delineation, road side safety and road surface characteristics. Vehicle design trends, safety auditing, speed management, vulnerable road users.

*Prerequisite: CIVIL 461 or 661 or 759 or equivalent*

**CIVIL 769 15 Points****Highway Geometric Design**

An advanced course in geometrical design techniques used in Highway Engineering. Topics include; design context, human perception / reaction, sight distances. Economic considerations, speed environment, design speed and alignment consistency. Horizontal, vertical and cross sectional design, element coordination. Design plans and documentation, CAD, intersection design, road lighting, signs, marking and delineation, access controls and motorway interchanges.

*Prerequisite: CIVIL 360 or 661 or equivalent*

**CIVIL 770 15 Points****Transport Systems Economics**

Fundamentals of transport economics covering concepts in: (1) Demand, supply, pricing, congestion and other externalities in transport with a focus on their application in congestion pricing; and (2) Principles of economic evaluation in transport planning.

**CIVIL 771 15 Points****Planning and Managing Transport**

Outline of the following: NZ Transport Strategy and the relevant Acts for the provision of transport (LTMA and RMA); integrating land use with transport and with sea and air transport; urban design protocol; sustainable transport practices. Travel demand management and congestion pricing.

**CIVIL 772 15 Points****Public Transport: Planning and Operation**

Introduction and framework; PT data collection; frequency and headway determination; alternative timetables; vehicle scheduling; crew scheduling; short-turn design; PT network design; PT reliability; design of shuttle and feeder lines; bus priority and BRT.

**CIVIL 773 15 Points****Sustainable Transport: Planning and Design**

Pedestrian planning and design; cycling facilities and planning; land use and trips; travel behaviour change and travel plans; integrated transport assessment; transport impact guidelines for site development.

**CIVIL 774 15 Points****Studies in Transportation 1**

A graduate course on a range of selected topics to be determined each year by the Head of the Department of Civil and Environmental Engineering.



<b>CIVIL 775</b> <b>Studies in Transportation 2</b>	<b>15 Points</b>
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.	
<b>CIVIL 779A</b>	<b>15 Points</b>
<b>CIVIL 779B</b>	<b>30 Points</b>
<b>Project in Transportation</b>	
Students are required to submit a report on a topic in transportation assigned by the Head of Department. <i>To complete this course students must enrol in CIVIL 779 A and B</i>	
<b>CIVIL 780</b>	<b>15 Points</b>
<b>Advanced Water Resources</b>	
Selected topics from hydrology and water resources engineering.	
<b>CIVIL 782</b>	<b>15 Points</b>
<b>Water Resources Engineering</b>	
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. <i>Prerequisite: ENVENG 333 or equivalent</i> <i>Restriction: CIVIL 480, 482</i>	
<b>CIVIL 787</b>	<b>15 Points</b>
<b>Project X</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<b>CIVIL 788A</b>	<b>15 Points</b>
<b>CIVIL 788B</b>	<b>15 Points</b>
<b>Project Y</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department. <i>To complete this course students must enrol in CIVIL 788 A and B</i>	
<b>CIVIL 789</b>	<b>30 Points</b>
<b>Project Z</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<b>CIVIL 790</b>	<b>15 Points</b>
<b>Civil Engineering Administration</b>	
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. <i>Restriction: CIVIL 401, 490</i>	
<b>CIVIL 791</b>	<b>15 Points</b>
<b>Construction Management</b>	
Understanding topics necessary for effective construction management. Using a generic construction project life cycle, essential aspects of construction projects including client brief preparation, the tendering process, preparing tenders, tender evaluation, project planning, resource allocation, teamwork, site safety, and contract types are covered. Case studies are used to reinforce the application of theoretical ideas to the successful running of construction projects. <i>Restriction: CIVIL 409</i>	

<b>CIVIL 792</b>	<b>15 Points</b>
<b>Discrete-event Simulation in Construction</b>	
Discrete-event simulation modelling for planning and design construction operations and management of the construction supply chain. Applications to real construction problems.	
<b>CIVIL 796A</b>	<b>60 Points</b>
<b>CIVIL 796B</b>	<b>60 Points</b>
<b>ME Thesis (Civil)</b>	
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department. <i>To complete this course students must enrol in CIVIL 796 A and B</i>	

## Computer Systems Engineering

### Stage II

<b>COMPSYS 201</b>	<b>15 Points</b>
<b>Fundamentals of Computer Engineering</b>	
The hardware/software interface: processors, registers, memory, basic I/O. Representation of data, number systems, and computer arithmetic; assembly language programming and debugging; support for high-level languages; exceptions and multithreading; combinational and sequential circuits (traditional design and standard circuits); instruction sets; communication principles. <i>Prerequisite: ELECTENG 101</i>	

<b>COMPSYS 202</b>	<b>15 Points</b>
<b>Object Oriented Design and Programming</b>	
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. <i>Prerequisite: ENGGEN 131 or ENGSCI 131</i>	

### Stage III

<b>COMPSYS 301</b>	<b>15 Points</b>
<b>Design: Hardware Software Systems</b>	
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. <i>Prerequisite: COMPSYS 302, and COMPSYS 305 or ELECTENG 304, and ELECTENG 206 or 209</i>	

<b>COMPSYS 302</b>	<b>15 Points</b>
<b>Design: Software Practice</b>	
A project-based course with extensive hands-on programming experience emphasising problem-solving techniques and applications in computer systems engineering. Topics include: algorithms and data structures, parsing and translation, concurrent programming, scripting languages, systems programming. <i>Prerequisite: COMPSYS 202 or ELECTENG 203</i>	

<b>COMPSYS 303</b>	<b>15 Points</b>
<b>Microcomputers and Embedded Systems</b>	
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 202 or SOFTENG 251, and COMPSYS 201

### **COMPSYS 304** **15 Points** **Computer Architecture 1**

Modern processor architectures. Principles of modern processor design; pipelining; memory hierarchies; I/O and network interfacing; compiler and OS support; embedded processors; performance; multiprocessing. *Prerequisite:* 15 points from COMPSYS 201, ELECTENG 205

### **COMPSYS 305** **15 Points** **Digital Systems Design 1**

Digital Systems implementation technologies; abstraction levels; hardware description languages; structural, architectural and behavioural modelling; register-transfer level design; datapath and control units; fixed and microprogrammed control units; ASM charts; synthesis from ASM charts, digital computation; verification; design flow. Design of a simple processor. FPGAs as prototyping technology. *Prerequisite:* COMPSYS 201

## **Postgraduate 700 Level Courses**

### **COMPSYS 700A** **15 Points**

### **COMPSYS 700B** **15 Points**

#### **Research Project**

A student is required to submit a report on project work carried out on a Computer Systems Engineering topic assigned by the Head of Department. The work shall be supervised by a member of staff.

*Prerequisite:* COMPSYS 301, and 45 points from COMPSYS 313, COMPSYS 302, 303, 304, 305, ELECTENG 303, 304  
*Restriction:* COMPSYS 401

*To complete this course students must enrol in COMPSYS 700 A and B*

### **COMPSYS 701** **15 Points** **Advanced Digital Systems Design**

Register-transfer, behavioural and system-level design and synthesis; resource sharing; scheduling; the use of hardware-description languages; algorithms to logic; hardware/software partitioning; systems-on-chip; component re-usability; reconfigurable systems, low-power systems; case studies (DSP, speech, image and video algorithms implementation).

*Prerequisite:* 15 points from COMPSYS 305, ELECTENG 304

### **COMPSYS 703** **15 Points** **Advanced Intelligent Systems**

Selected topics from current research in robotics and intelligent systems, such as: navigation, human-robot interaction, control, programming, path planning, problem solving, pattern recognition, artificial neural networks, fuzzy systems, genetic algorithms.

*Prerequisite:* COMPSYS 406 or 726 or ELECTENG 707

### **COMPSYS 704** **15 Points** **Advanced Embedded Systems**

Selected topics from current research in embedded systems, such as: models of computation, architectures, distributed embedded systems, systems-on-chip, real-time operating systems, heterogeneous models of computation, architectures and technologies, formal verification, model-checking.

*Prerequisite:* 15 points from COMPSYS 402–404, 701, 723, 724 or ELECTENG 423

### **COMPSYS 705** **15 Points**

#### **Formal Methods for Engineers**

Validation versus Verification, Formal models, Formal Specification: Process Algebraic, Logic Based, Temporal Logic, Methods of Verification: Bisimulation, Model Checking, Theorem Proving, State Space explosion problem and solutions: BDDs, Symbolic Model Checking, Modular Verification. Verification of HDL designs, Tools: STeP, VIS, NuSMV.

*Prerequisite:* COMPSYS 302 and COMPSYS 305 or ELECTENG 304

### **COMPSYS 706** **15 Points** **Speech and Language Processing**

Introduction to the fundamentals of speech and language processing. Concepts, methods and applications of speech signal processing. Principles of speech analysis, coding, modelling, recognition, synthesis and language processing.

*Prerequisite:* ELECTENG 413 or 733

### **COMPSYS 707** **15 Points**

#### **Advanced Microcomputer Architecture**

Hardware and software approaches for instruction-level parallel processing, multiprocessors and multithreading, embedded multiprocessing and memory systems, architectures for embedded multiple processors and networks on chip, dynamic reconfigurable architectures.

*Prerequisite:* 15 points from COMPSYS 304, ELECTENG 304

### **COMPSYS 710** **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 712** **15 Points** **Studies in Computer Systems Engineering 3**

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 Topics 1**

An advanced course on topics to be determined each year by the Head of Department.

### **COMPSYS 722** **15 Points** **Special Topics 2**

An advanced course on topics to be determined each year by the Head of Department.

### **COMPSYS 723** **15 Points** **Embedded Systems Design**

Principles of embedded systems modelling. Models

of computation. Languages for embedded systems design. Hardware/Software partitioning and co-design. Hardware/Software partitioning and co-design. Technologies. Energy-aware systems. Rapid prototyping. Distributed embedded systems. Case studies.

*Prerequisite:* 15 points from COMPSYS 303, ELECTENG 304

*Restriction:* COMPSYS 402, 403

### COMPSYS 724 15 Points

#### Real-time Systems

Real-time concepts. Data- versus control-dominated systems. Hardware versus software tradeoffs. DSP algorithms. Architectures. Real-time operating systems. Reliability. Fault-tolerant computing systems. Internet-based and mobile systems.

*Prerequisite:* 15 points from COMPSYS 303, ELECTENG 304

*Restriction:* COMPSYS 402, 404

### COMPSYS 725 15 Points

#### Computer Networks and Distributed Applications

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 or ELECTENG 205, and COMPSYS 202 or ELECTENG 203

*Restriction:* COMPSYS 405

### COMPSYS 726 15 Points

#### Robotics and Intelligent Systems

Introduction to robotics and intelligent systems, including: robot manipulators and mobile robots, navigation techniques, planning and programming of robot actions, sensors and actuators, artificial intelligence, artificial neural nets, fuzzy systems, genetic algorithms.

*Prerequisite:* 15 points from COMPSYS 302, MECHENG 313, SOFTENG 306

*Restriction:* COMPSYS 406

### COMPSYS 787 15 Points

#### Project X

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

### COMPSYS 788A 15 Points

### COMPSYS 788B 15 Points

#### Project Y

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in COMPSYS 788 A and B*

### COMPSYS 789 30 Points

#### Project Z

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

### COMPSYS 796A 60 Points

### COMPSYS 796B 60 Points

#### ME Thesis (Computer Systems)

A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in COMPSYS 796 A and B*

## Electrical and Electronic Engineering

### Stage I

### ELECTENG 101 15 Points

#### Electrical and Digital Systems

An introduction to electrical, computer and electronic systems and technology. Digital circuits and analysis techniques, computer organisation. Analog circuits and analysis techniques. Inductive power transfer, power systems and electric machines. Communication systems.

*Restriction:* ELECTENG 202, 204, 208, 210

### Stage II

### ELECTENG 202 15 Points

#### Circuits and Systems

This course aims to provide a good understanding of the way electrical circuits work. It covers DC and AC circuit theorems and analysis; transient analysis, including the Laplace transform; transfer functions; AC power calculations; and time and frequency representation of signals.

*Prerequisite:* ELECTENG 101

### ELECTENG 204 15 Points

#### Engineering Electromagnetics

Electrical conduction theories, conducting materials and insulators, magnetic and dielectric properties and materials, electrostatics and magnetostatics, steady electric currents, the magnetic field of steady electric currents, Ampere's law and its applications, electromagnetic induction, Faraday's law and its applications, electromagnetism, simple transmission lines, magnetic circuits, permanent magnets, inductors, transformers, introduction to electrical machines.

*Prerequisite:* ELECTENG 101

### ELECTENG 208 15 Points

#### Electric Circuit Analysis

Aims to provide a good understanding of the way electrical circuits work. The course covers DC and AC circuit theorems and analysis. It also introduces some semiconductor devices (diodes, transistors and operational amplifiers) and gives examples of their applications.

*Prerequisite:* ELECTENG 101

*Restriction:* ELECTENG 202

### ELECTENG 209 15 Points

#### Analogue and Digital Design

This project-based course provides an introduction to real-world design of analogue and digital circuits. Practical skills will be gained in electronic circuit analysis, use of CAD tools, PCB design and construction, circuit testing and calibration using laboratory equipment. Appropriate design methodology will be developed in a practical framework.

*Prerequisite:* ELECTENG 101, 202, ELECTENG 205 or COMPSYS 201, ELECTENG 207 or 210

### ELECTENG 210 15 Points

#### Electronics 1

An introduction to semiconductor devices (diodes, bipolar junction transistors, field-effect transistors, operational amplifiers) and their applications. Device operation, device models and terminal characteristics. Biasing, coupling and bypass techniques. Small-signal analysis. Signal amplifiers, oscillators and power amplifiers. Switches and sensors.

*Prerequisite:* ELECTENG 101



**Stage III****ELECTENG 303  
Systems and Control** **15 Points**

Introduction to linear, time-invariant, continuous-time system theory from both a time-domain and frequency domain standpoint. This leads on to the fundamental body of knowledge underlying the control and enhancement of system behaviour, with application to the analysis and control of electrical systems.

*Prerequisite: ELECTENG 202*

**ELECTENG 305  
Electronics 2** **15 Points**

The operation, analysis and design of a range of electronic devices and systems will be discussed, taking examples from the full spectrum of electrical engineering. Such analysis will consider non-ideal circuit models and their frequency dependence. Selected applications will be taken from the fields of signal conditioning, amplifiers, communications systems and energy conversion.

*Prerequisite: ELECTENG 202, 207 or 210*

**ELECTENG 307  
Transmission Lines and Systems** **15 Points**

The basic concepts of electromagnetism are completed with a formal treatment of Maxwell's equations and their applications, including electromagnetic wave propagation, transmission lines, the Smith chart, and an introduction to antennas and radio systems, EMI and RFI.

*Prerequisite: ELECTENG 204*

**ELECTENG 309  
Power Apparatus and Systems** **15 Points**

This course introduces students to fundamentals of electric machinery and power system components. It covers theory, control and practical aspects of electric machines and apparatus as well as their applications in relation to power electronics.

*Prerequisite: ELECTENG 204*

**ELECTENG 310  
Electrical Engineering Design 1** **15 Points**

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: ELECTENG 202, ELECTENG 203 or COMPSYS 202, ELECTENG 205 or COMPSYS 201, ELECTENG 206 or 209, ELECTENG 207 or 210*

**ELECTENG 311  
Electrical Engineering Design 2** **15 Points**

The formal introduction to the design process is completed by one or more open-ended projects which typically include elements of design from concept to working prototype.

*Prerequisite: ELECTENG 310 or ELECTENG 203, 205, 206, 207*

**Postgraduate 700 Level Courses****ELECTENG 700A** **15 Points****ELECTENG 700B  
Research Project** **15 Points**

A student is required to submit a report on project work carried out on a topic assigned by the Head

of Department. The work shall be supervised by a member of staff.

*Prerequisite: ELECTENG 303, 305, ELECTENG 301 or 310 and 311*

*Restriction: ELECTENG 401*

*To complete this course students must enrol in ELECTENG 700 A and B*

**ELECTENG 701  
Wireless Communication** **15 Points**

Aspects of the design and planning of wireless communication systems. Introduction to cellular system design. Issues related to radio propagation: multipath, path loss prediction, channel characterisation. System aspects: cellular technologies, system planning and reliability estimation. Wireless systems and standards.

*Prerequisite: ELECTENG 421 or 721*

**ELECTENG 702  
Applied Electromagnetics** **15 Points**

Selected topics in electromagnetic theory. Consideration will be given to both analytical and numerical techniques.

*Prerequisite: ELECTENG 302 or 306 or 307*

**ELECTENG 703  
Advanced Power Systems** **15 Points**

Electricity markets – structure, pricing, optimisation. Application of power electronics to power systems. Distribution system issues. Integration of DG/renewable sources to bulk power systems.

*Prerequisite: ELECTENG 411 or 731*

**ELECTENG 704  
Advanced Control Systems** **15 Points**

Theory of modern control systems with emphasis on optimisation techniques for both deterministic and stochastic processes. State-space modelling of dynamic systems and choice of suitable performance criteria. Adaptive, fuzzy logic and sliding mode control systems.

*Prerequisite: ELECTENG 422 or 722*

**ELECTENG 705  
Heavy Current Electronics** **15 Points**

Selected advanced topics in the design and control of power electronics are presented. Topics include: analysis of power electronic circuits using state space techniques with suitable applications; design and application of switch mode resonant converters; scalar and vector control of AC induction motors; advanced magnetics modelling.

*Prerequisite: ELECTENG 414 or 734*

**ELECTENG 706  
Digital Signal Processing** **15 Points**

Advanced digital signal processing concepts and techniques for analysing discrete-time deterministic and random signals and systems. Stochastic signal description and analysis, system response to stochastic signals. Adaptive systems and applications. Multi-rate techniques. Digital Signal Processor (DSP) implementation strategies and real-world issues.

*Prerequisite: ELECTENG 413 or 733*

**ELECTENG 709  
Image Processing and Computer Vision** **15 Points**

Two-dimensional signals and systems and methods of analysis. Digital image manipulation, enhancement and restoration techniques. Two-dimensional digital filters and their application. Colour image processing.



Computer vision concepts and tools. Quantitative image analysis and information extraction.

*Prerequisite: ELECTENG 413 or 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 720 15 Points**

##### **Microwave Engineering**

Microwave systems, waveguides, passive components, resonators and filters. Microwave network theory, waveguide discontinuities. Microwave measurements. Aperture antennas.

*Prerequisite: ELECTENG 421 or 721*

#### **ELECTENG 721 15 Points**

##### **Radio Systems**

Transmission lines and waveguides, impedance matching, devices. Radio propagation, antennas and arrays. Radio system design – mobile, point-to-point, area coverage.

*Prerequisite: ELECTENG 302 or 306 or 307*

*Restriction: ELECTENG 421*

#### **ELECTENG 722 15 Points**

##### **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, Liapunov's method of stability analysis, design of controllers for non-linear systems. Variable structure systems.

*Prerequisite: ELECTENG 303*

*Restriction: ELECTENG 422*

#### **ELECTENG 724 15 Points**

##### **Special Topics 2**

An advanced course on topics to be determined each year by the Head of Department.

*Restriction: ELECTENG 424*

#### **ELECTENG 726 15 Points**

##### **Digital Communications**

Advanced principles and techniques in digital transmission systems: signal and information

coding, data compression, digital modulation, digital transmission, error detection and correction. Digital networks. Information theory. Traffic theory.

*Prerequisite: ELECTENG 303, 732*

*Restriction: ELECTENG 426*

#### **ELECTENG 728 15 Points**

##### **Sensor Networks**

Data acquisition. Sensor classification and characteristics. Physical principles of sensing. Interface electronics. Noise. Application examples. Architecture for sensor networks. Network node structure. Protocols and layers. Positioning and timing. Energy efficient algorithms. Wireless sensor network design, testing and validation. Sample applications. Network software design tools.

*Prerequisite: ELECTENG 305 or COMPSYS 305 or MECHENG 370*

*Restriction: ELECTENG 428*

#### **ELECTENG 731 15 Points**

##### **Power Systems**

Power system network modelling; power system analysis – load flow, fault, stability, power quality; control of real and reactive power.

*Prerequisite: ELECTENG 302 or 309*

*Restriction: ELECTENG 411*

#### **ELECTENG 732 15 Points**

##### **Communication Systems**

Analog modulations, AM and FM modulation. Noise. Noise in AM and FM systems. Broadband systems: FDM, TDM, PCM. Information theory, data networks, waveform coding and data compression, baseband data transmission. Introduction to digital systems: Digital modulation.

*Prerequisite: ELECTENG 303*

*Restriction: ELECTENG 412*

#### **ELECTENG 733 15 Points**

##### **Signal Processing**

Analog signals and systems: Signal processing concepts and tools for analysing deterministic and random continuous-time signals and systems. Digital signals and systems: Discrete-time deterministic signal analysis, digital filters and transforms, including the FFT. Digital Signal Processor (DSP) architectures and DSP applications.

*Prerequisite: ELECTENG 303*

*Restriction: ELECTENG 413*

#### **ELECTENG 734 15 Points**

##### **Power Electronics**

This course introduces students to selected building blocks in power electronics by way of a practical design project utilising modern power electronic converters with supporting lectures that include: inductive power transfer, switched mode DC-DC converter design and control, high frequency magnetics design, semiconductor switches, practical design issues, controlled rectifiers and PWM converters with application to conventional and brushless DC motors.

*Prerequisite: ELECTENG 303*

*Restriction: ELECTENG 414*

#### **ELECTENG 735 15 Points**

##### **Special Topics 1**

An advanced course on topics to be determined each year by the Head of Department.

#### **ELECTENG 736 15 Points**

##### **Analog and Digital Filter Synthesis**

Filter concepts and network functions, a review of approximation techniques and frequency

transformations, leading to a thorough treatment of passive, active and digital filter implementations.

*Prerequisite: ELECTENG 303*

*Restriction: ELECTENG 416*

**ELECTENG 787** **15 Points**  
**Project X**

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**ELECTENG 788A** **15 Points**

**ELECTENG 788B** **15 Points**

**Project Y**

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ELECTENG 788 A and B*

**ELECTENG 789** **30 Points**

**Project Z**

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**ELECTENG 796A** **60 Points**

**ELECTENG 796B** **60 Points**

**ME Thesis (Electrical and Electronic)**

A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ELECTENG 796 A and B*

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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.

*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.

*Restriction: ENERGY 785*

*To complete this course students must enrol in ENERGY 786 A and B*

**ENERGY 787A** **30 Points**

**ENERGY 787B** **60 Points**

**Research Thesis**

Supervised research project addressing a topic relevant to the technical, economic, environmental, regulatory or business aspects of energy.

*To complete this course students must enrol in ENERGY 787 A and B*

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## Energy Technology

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### *Diploma Courses*

**GEO THERM 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.

**GEO THERM 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.

**GEO THERM 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).

**GEO THERM 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.

**GEO THERM 689** **15 Points**

**Geothermal Project**

Based on a study using field, lab or theoretical methods, students are required to submit a report on some aspect of geothermal exploration, development or exploitation.

## Engineering General

### Stage I

#### ENGGEN 100G 15 Points Technological Choices for the New Millennium

A consideration of technological choices to support informed decision making in the use of technology in modern society. The course will be themed around important questions such as: will water be the new oil? Is nuclear power the only practical solution to our energy demands? Nanotechnology – how small can or should we go? Are cell phones safe?

#### ENGGEN 115 15 Points Introduction to Engineering Design

The aim of the course is to develop an appreciation of design as a key aspect of professional engineering. Course elements: sketching and interpretation of engineering drawings; preparation of drawings using computer-aided design (CAD) software; design projects, some of which will require teamwork and cover design-build-test activities; an introduction to the engineering design process.

#### 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 high level programming language C.  
*Restriction: ENGSCI 233, 331*

#### ENGGEN 140 15 Points Engineering Biology and Chemistry

Introduction to chemical and biological systems. The application of engineering analysis and design techniques to facilitate understanding the multiscale structure, function and interactions of such systems. The use of case studies to illustrate systems approaches to chemistry and biology.

#### ENGGEN 150 15 Points Advanced Mechanics and Mathematical Modelling

An accelerated course replacing ENGGEN 121 and ENGSCI 111 for well-prepared and conjoint students. Topics include: Free body diagrams, equilibrium of rigid bodies, internal forces, shear force and bending moment diagrams, work and energy, motion of particles and rigid bodies. Introduction to mathematical modelling. Differentiation and integration. Differential equations, Vector and matrix algebra. Introduction to probability.  
*Restriction: ENGGEN 121, ENGSCI 111*

#### 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 Technical Communication for Engineers

The communication of complex engineering material will be emphasised in the following ways: the use of appropriate engineering graphical software at an advanced level; the use of appropriate multi-media; visual and spoken presentation, in styles appropriate to seminars, conferences, and presentations to technological industries; the construction of industrial displays; and the preparation of engineering reports.  
*Prerequisite: ENGGEN 199*

#### ENGGEN 299 0 Points Workshop Practice

### Stage III

#### ENGGEN 303 15 Points Management for Engineers

An introduction to modern theory and practice of management, including project, quality and financial management appropriate to the engineering profession.

*Prerequisite: ENGGEN 104 or 199*  
*Restriction: ENGGEN 302*

### Stage IV

#### ENGGEN 403 15 Points Professional and Sustainability Issues

Issues of particular relevance to the engineering profession including those relating to the law, ethics, culture and sustainability.

*Restriction: ENGGEN 402*

#### 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. A student is 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. A student is 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 required*

*Restriction: ENGGEN 401, 405, 410, 705*

#### **ENGGEN 705 15 Points**

##### **Advanced Innovation and New Product Development**

An advanced course dealing with the theoretical foundations of innovation, design and new product development. Theory is linked to practice in multidisciplinary teams engaged in innovation and design simulations and case studies.

*Prerequisite: ENGGEN 303 with a grade of B or better*

*Restriction: ENGGEN 401, 405, 410, 701, MGMT 305*

#### **ENGGEN 720 15 Points**

##### **Special Topic**

#### **ENGGEN 721 15 Points**

##### **Special Topic**

#### **ENGGEN 765 30 Points**

#### **ENGGEN 765A 15 Points**

#### **ENGGEN 765B 15 Points**

##### **Engineering Management Project**

A major project which should relate to a practical situation in an organisation or company selected by the candidate. The project must be approved by the Master of Engineering Management Programme Director, and may take the form of a survey and evaluation of modern advances in engineering management practices, the development and/or implementation of new management strategies, or a management oriented industrial case study.

*Restriction: ENGGEN 763, ENGGEN 764*

*To complete this course students must enrol in ENGGEN 765 A and B, or ENGGEN 765*

#### **ENGGEN 770 15 Points**

##### **Medical Devices Technology**

The technology of medical devices and instrumentation including software, hardware, measurement and processing of bio signals, interfacing, signal conditioning, signal processing and identification, bio-mechatronic system design, modelling, control and integration. Medical imaging systems.

#### **ENGGEN 771 15 Points**

##### **Medical Devices Practice**

Surgical assistance and medical intervention systems, training systems, prosthetics, orthotics, exoskeleton devices, and other bio-mechatronic devices. Healthcare robotics. Clinical evaluation of systems and safety issues. Medical and regulatory requirements for medical devices; quality assurance and controlled design.

#### **ENGGEN 791A 30 Points**

#### **ENGGEN 791B 30 Points**

##### **Medical Devices Research Project**

A structured supervised research project addressing a topic relevant to the development and commercialisation of medical devices and technologies. *To complete this course students must enrol in ENGGEN 791 A and B*

#### **ENGGEN 793A 30 Points**

#### **ENGGEN 793B 60 Points**

##### **Medical Devices Research Portfolio**

A structured supervised research portfolio addressing a topic relevant to the development and commercialisation of medical devices and technologies. *To complete this course students must enrol in ENGGEN 793 A and B*

#### **ENGGEN 796A 60 Points**

#### **ENGGEN 796B 60 Points**

##### **ME Thesis (Engineering)**

A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ENGGEN 796 A and B*

#### **ENGGEN 798A 60 Points**

#### **ENGGEN 798B 60 Points**

##### **Master of Operations Research Thesis**

*To complete this course students must enrol in ENGGEN 798 A and B*

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### **Engineering Science**

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#### **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*

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#### **Stage II**

#### **ENGSCI 205 15 Points**

##### **Special Topic**

#### **ENGSCI 206 15 Points**

##### **Special Topic**

#### **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: ENGSCI 111 or ENGGEN 150 or MATHS 108 or MATHS 150 or MATHS 153*

*Restriction: ENGSCI 212, 213*

#### **ENGSCI 213 15 Points**

##### **Mathematical Modelling 2SE**

Probability theory, random variables and distributions, data analysis and statistics, linear algebra, stochastic process.

*Restriction: ENGSCI 211, 212*

#### **ENGSCI 233 15 Points**

##### **Computational Techniques and Computer Systems**

Introduction to digital electronics, computer organisation and computational techniques. Digital gates, combinatorial and synchronous circuits, data



representation, instruction sets, memory, hardware, interfacing. Numerical computation, numerical algorithms.

*Prerequisite:* ENGSCI 111 or ENGGEN 150, and ENGGEN 131 and ELECTENG 101

*Corequisite:* ENGSCI 211 or 213

*Restriction:* BIOMENG 233

### ENGSCI 255

15 Points

#### Modelling in Operations Research

Emphasises the relationship between business and industrial applications and their associated operations research models. Software packages will be used to solve practical problems. Topics such as: linear programming, transportation and assignment models, network algorithms, queues, inventory models and simulation will be considered.

*Prerequisite:* 15 points at Stage I in Statistics or Mathematics or Engineering

*Restriction:* STATS 255

### ENGSCI 263

15 Points

#### Modelling and Design 1

Introduction to concepts of modelling of engineering problems, including model formulation, dimensional analysis, solution procedures, comparisons with reality, and shortcomings, with examples from elementary mechanics, structures, hydrostatics, one-dimensional heat, diffusion and fluid motion. Further development of problem-solving skills and group project work. The use of computer tools in engineering design, including advanced spreadsheeting integrated with solid modelling.

*Prerequisite:* ENGSCI 111 or ENGGEN 150, and ENGGEN 115

*Corequisite:* ENGSCI 211 or 213

*Restriction:* ENGSCI 261, 262

### Stage III

### ENGSCI 305

15 Points

#### Special Topic

### ENGSCI 306

15 Points

#### Special Topic

### ENGSCI 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. Two-dimensional digital filters and their application. Colour image processing. Quantitative image analysis and information extraction.

*Prerequisite:* ENGSCI 211

*Restriction:* ELECTENG 709

### ENGSCI 311

15 Points

#### Mathematical Modelling 3

A selection from: ordinary differential equations, systems of equations, analytical and numerical methods, non-linear ODEs, partial differential equations, separation of variables, numerical methods for solving PDEs, models for optimisation, industrial statistics, data analysis, regression, experimental design reliability methods.

*Prerequisite:* ENGSCI 211

*Restriction:* ENGSCI 312, 313, 314

### ENGSCI 313

15 Points

#### Mathematical Modelling 3ECE

Complex Analysis, including complex numbers,

analytic functions, complex integration, Cauchy's theorem, Laurent series, residue theory; Laplace transforms; Modelling with partial differential equations, including electronic and electrical applications; Fourier Analysis, Fourier transform, Fast Fourier transform; Optimisation, including unconstrained and constrained models, linear programming and nonlinear optimisation.

*Prerequisite:* ENGSCI 211

*Restriction:* ENGSCI 311, 312, 314

### ENGSCI 314

15 Points

#### Mathematical Modelling 3ES

Mathematical modelling using ordinary and partial differential equations. Probability. Conditional probability, random variables as models of a population, common distribution models, the Poisson process, applications to reliability. Exploratory data analysis, confidence intervals, tests of hypothesis, t-tests, sample tests and intervals, paired comparisons. Introduction to one-way ANOVA. Linear and polynomial regression, regression diagnostics.

*Prerequisite:* ENGSCI 211

*Restriction:* ENGSCI 311, 312, 313, 321

### ENGSCI 331

15 Points

#### Computational Techniques 2

Numerical algorithms and their translation to computer code. A selection of topics from numerical solution of linear equations, eigen problems, ordinary differential equations, numerical integration, nonlinear equations, finite differences and partial differential equations.

*Prerequisite:* ENGSCI 233

*Corequisite:* ENGSCI 311 or 313 or 314

### ENGSCI 343

15 Points

#### Fundamentals of Continuum Mechanics

Vector calculus and integral theorems. Continuum hypothesis, indicial notation, deformation, strain, traction, stress, principal directions, tensors, invariants, constitutive laws, isotropy, homogeneity. Navier-Stokes and Navier's equations. Isotropic elasticity, elastic moduli, plane stress and plane strain. Airy stress function, Viscous flow, simple solutions of the Navier-Stokes equations. Flow over flat plates, boundary layers. Ideal flow, velocity potential, stream function, 2-D flows.

*Prerequisite:* BIOMENG 221 or ENGSCI 263

*Restriction:* ENGSCI 341, 342

### 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:* 15 points from ENGSCI 255, STATS 255

*Restriction:* OPSRES 385, 392

### ENGSCI 363

15 Points

#### Modelling and Design 2

Applications of elasticity and fluid dynamics theory to engineering problems including design and analysis of mechanical assemblies. Group projects to formulate design proposals, including costings for development and manufacture. Underlying Finite Element Modelling (FEM) and Continuum Mechanics concepts. Utilisation of 3D CAD and FEM software during both design and analysis phases.

*Prerequisite:* ENGSCI 343

*Restriction:* ENGSCI 342, 361

**ENGSCI 391** **Optimisation in Operations Research** **15 Points**  
 Linear programming, the revised simplex method and its computational aspects, duality and the dual simplex method, sensitivity and post-optimal analysis. Network optimisation models, maximum flow, shortest path and spanning tree algorithms. Transportation, assignment and transshipment models, and the network simplex method.  
*Prerequisite:* 15 points from ENGGEN 150, ENGSCI 111, MATHS 208, 230, 250, 253, and one of COMPSCI 101, ENGGEN 131, ENGSCI 131, MATHS 162, STATS 220  
*Restriction:* STATS 391

### 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.  
*Restriction:* ENGSCI 400  
 To complete this course students must enrol in ENGSCI 700 A and B

**ENGSCI 701** **15 Points**  
**Studies in Engineering Science**  
 An advanced course on topics to be determined each year by the Head of Department of Engineering Science.  
*Prerequisite:* Departmental approval required

**ENGSCI 705** **15 Points**  
**Special Topic**

**ENGSCI 706** **15 Points**  
**Special Topic**

**ENGSCI 711** **15 Points**  
**Advanced Mathematical Modelling**  
 A selection of modules on mathematical modelling methods in engineering, including theory of partial differential equations, integral transforms, methods of characteristics, similarity solutions, asymptotic expressions, theory of waves, special functions, non-linear ordinary differential equations, calculus of variations, tensor analysis, complex variables, wavelet theory and other modules offered from year to year.  
*Prerequisite:* ENGSCI 311 or 312 or 313 or 314  
*Restriction:* ENGSCI 414, 415

**ENGSCI 712** **15 Points**  
**Computational Algorithms for Signal Processing**  
 Advanced topics in mathematical modelling and computational techniques, including topics on singular value decomposition, Principle Component Analysis and Independent Component Analysis, eigen-problems, and signal processing (topics on neural network models such as the multi-layer perception and self organising map).  
*Prerequisite:* ENGSCI 314 and 331  
*Restriction:* ENGSCI 416, 452

**ENGSCI 721** **15 Points**  
**Advanced Numerical Methods**  
 An advanced course on finite elements, boundary elements and finite differences.  
*Prerequisite:* Departmental approval required

**ENGSCI 740** **15 Points**  
**Advanced Continuum Mechanics 1**  
 Applications of continuum mechanics to problems in

biomechanics, fluid mechanics and solid mechanics. Including topics such as large deformation elasticity theory applied to soft tissues, inviscid flow theory, compressible flows, viscous flows, meteorology, oceanography, coastal ocean modelling, mixing in rivers and estuaries. Fracture, composite materials and geomechanics.  
*Prerequisite:* ENGSCI 363 or Departmental approval  
*Restriction:* ENGSCI 440

**ENGSCI 741** **15 Points**  
**Advanced Continuum Mechanics 2**  
 Turbulence and turbulence modelling. Advanced numerical techniques in computational fluid dynamics (CFD). Application of CFD to environmental flows and aerodynamics. A variety of topics in engineering solid mechanics which could include composite materials, geomechanics, contact mechanics, fracture mechanics, rheology, thermomechanics, constitutive theory and computational methods.  
*Prerequisite:* ENGSCI 363 or Departmental approval  
*Restriction:* ENGSCI 442, 443

**ENGSCI 742** **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 required

**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:* ENGSCI 311, 313 or 314

**ENGSCI 753** **15 Points**  
**Computational Techniques in Continuum 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:* ENGSCI 311 or 312 or 313 or 314  
*Restriction:* ENGSCI 450, 451, 471

**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.  
*Restriction:* ENGSCI 450, 451, 460

**ENGSCI 761** **15 Points**  
**Integer, Non-linear and Multi-objective Optimisation**  
 Computational methods for solving optimisation problems, including branch and bound and cutting plane methods for integer programming. Algorithms for multiple objective functions. Nonlinear optimisation.  
*Prerequisite:* 15 points from ENGSCI 391, STATS 391  
*Restriction:* ENGSCI 450, 451, 460

**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:* 15 points from ENGSCI 391, STATS 391

*Restriction:* ENGSCI 463

### ENGSCI 763 15 Points

#### Advanced Simulation and Stochastic Modelling

Models for planning under uncertainty. Two-stage and multi-stage programs with recourse. Decomposition methods. Scenario construction and solution validation. Advanced simulation topics including uniform and non-uniform random variate generation, input distribution selection, discrete-event simulation models, output analysis, variance reduction, optimisation and simulation.

*Prerequisite:* 15 points from ENGSCI 391, STATS 391

*Corequisite:* ENGSCI 760

*Restriction:* ENGSCI 461, 464

### ENGSCI 765 15 Points

#### Studies in Operations Research 1

An advanced course in recent developments in operations research and its applications.

*Prerequisite:* Departmental approval required

### ENGSCI 766 15 Points

#### Studies in Operations Research 2

An advanced course in recent developments in operations research and its applications.

*Prerequisite:* Departmental approval required

### ENGSCI 768 15 Points

#### Research Topics in Operations Research 1

Includes selected topics from non-linear programming, decomposition, integerisation, combinatorial optimisation, stochastic optimisation, game theory, smooth and non-smooth optimisation, multicriteria decision making.

*Prerequisite:* 15 points from ENGSCI 391, STATS 391

*Corequisite:* ENGSCI 761

*Restriction:* ENGSCI 791, 792

### ENGSCI 769 15 Points

#### Research Topics in Operations Research 2

A course on recent research topics in Operations Research.

*Prerequisite:* 15 points from ENGSCI 391, STATS 391

*Corequisite:* ENGSCI 760, 761

### 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:* PHYSIOL 210 or MEDSCI 205, ENGSCI 371 or BIOMENG 321

*Restriction:* ENGSCI 472

### ENGSCI 787 15 Points

#### Project X

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

### ENGSCI 788A 15 Points

### ENGSCI 788B 15 Points

#### Project Y

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ENGSCI 788 A and B*

### ENGSCI 789 30 Points

#### Project Z

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

### ENGSCI 796A 60 Points

### ENGSCI 796B 60 Points

#### ME Thesis (Engineering Science)

A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ENGSCI 796 A and B*

## Environmental Engineering

### Stage II

### 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:* RESOURCE 244, ENVENG 243

### Stage III

### 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.

*Restriction:* RESOURCE 341

### 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:* RESOURCE 342, ENVENG 405

### ENVENG 343 10 Points

#### Environmental Engineering 3

Industrial waste sources, impacts, characteristics and management measures; environmental impact assessment; design of sampling and methods of risk assessment; cost-benefit analysis.

## Postgraduate 700 Level Courses

### ENVENG 701 15 Points

#### Urban Stormwater Management

Design and application of stormwater quantity



and quality control approaches suitable for urban development. Includes device-specific design of systems such as detention ponds, constructed wetlands, and bioretention systems, green roofs and permeable/porous pavement, as well as integrated stormwater management planning known as Low Impact Development. Applies hydrologic principles and pollutant removal mechanisms to prevent or mitigate environmental impacts from urban stormwater runoff.  
*Prerequisite: ENVENG 244 and 333*

**ENVENG 702** **Engineering Decision Making in Aotearoa** **15 Points**

Practical application of assessment tools for understanding complex problems. A Māori model decision making framework is applied to an integrated analysis of environmental, cultural, social and economic well-being, the four sustainability pillars identified in New Zealand legislation.

**ENVENG 703** **Studies in Environmental Engineering 3** **15 Points**

Advanced course on topics to be determined each year by the Head of Department.

**ENVENG 704** **Sustainable Resource Management** **15 Points**

Wide-ranging review of the issues and techniques required for the sustainable management of resources.  
*Restriction: ENVENG 404*

**ENVENG 705** **Special Topic in Environmental Engineering 1** **15 Points**

A course on a topic in environmental engineering to be determined each year by the Head of Department.  
*Restriction: ENVENG 402*

**ENVENG 706** **Special Topic in Environmental Engineering 2** **15 Points**

A course on a topic in environmental engineering to be determined each year by the Head of Department.  
*Restriction: ENVENG 403*

**ENVENG 707** **Special Topic in Environmental Engineering 3** **15 Points**

A topic in environmental engineering to be determined each year by the Head of Department.

**ENVENG 719** **Design Project** **15 Points**

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** **Water and Wastewater Engineering** **15 Points**

Chemistry and microbiology of water and wastewater treatment, flow models and reactors. Unit operations and process analysis and design. Treatment plant design and operation. Nutrient removal processes. Effluent and residues disposal.  
*Restriction: ENVENG 441*

**ENVENG 741** **Hazardous Substance Management** **15 Points**

A review of topics in hazardous substance management including: substance classification, legislation and enforcement, storage and handling practices, occupational safety and health, emergency

preparedness and response, risk evaluation and control.

**ENVENG 743** **Integrated Solid Waste Management** **15 Points**

Evolution of solid waste management. Sources, composition and properties of solid waste. Engineering principles. Separation, transformation and recycling of waste, materials. Integrated solid waste management. Planning issues.

*Restriction: ENVENG 442, 443*

**ENVENG 744** **Environmental Engineering Processes Laboratory** **15 Points**

Laboratory research methods (safety, sampling procedures, sample preservation, data analysis and report writing). Laboratory experiments exploring various physical, chemical and biological processes, such as sedimentation, chemical coagulation and precipitation, chlorination, reactor residence time distribution, activated carbon and anaerobic digestion.

**ENVENG 745** **Modelling of Groundwater Flow and Pollutant Transport** **15 Points**

Aquifer properties, principles of seepage and groundwater flow, solution techniques for two-dimensional flows, groundwater quality, contaminant transport in saturated and unsaturated media, biochemical transformation processes, multiphase flow and use of groundwater models.

**ENVENG 746** **Surface Water Quality Modelling** **15 Points**

Mass balance and steady state solutions for point and distributed loadings applied to rivers and lakes, feed-forward and feedback systems of reactors, mass transport in incompletely mixed systems, simple time-variable solutions, nutrient dynamics in water bodies and exchange with sediments, and eutrophication and toxic-substance modelling.

**ENVENG 750** **Sustainability Engineering 2** **15 Points**

An in-depth understanding of sustainability and engineering. The concept of sustainability engineering and engineering's relationship to global issues such as limitations on material and energy resources, pollution and global warming. Tools that engineers need to assist in resolving such problems, including design for environment, servicing, clean technologies and industrial ecology will be covered.

**ENVENG 751** **Sustainable Technologies and Processes** **15 Points**

Pollution prevention and clean engineering. Resource, waste and energy auditing, resource management, cost/benefit analysis of sustainable technologies, technology and process assessment and design and management of sustainable technologies and processes.

**ENVENG 752** **Risk, LCA and Sustainability** **15 Points**

The objectives of this course are to provide students with an understanding of sustainability, life cycle assessment, impact assessment and risk assessment and how these can be used to measure sustainability. The format will include discussions on sustainability, assessment methods and sustainability assessment, including scoping, sustainable levels, inventory, impact and risk assessment and mitigations measures.



**ENVENG 753 15 Points****Sustainable Engineering Design**

The principles of sustainable design, including design for environment, design for recycling, design for duration and design for reuse. Assessment of product design, appropriate product function, level of quality and life cycle. Students will be expected to provide input into effective, efficient and sustainable product design.

**ENVENG 754 15 Points****Sustainability Engineering Seminar**

A variety of relevant and current topics relating to sustainability engineering, including the impact of information technologies, GM engineering, nanotechnologies and other new engineering initiatives on society and means of ensuring that those technologies encourage sustainability. Students will assess such issues and discuss the relevance to engineering, sustainability and future development of technology and society.

**ENVENG 787 15 Points****Project X**

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**ENVENG 788A 15 Points****ENVENG 788B 15 Points****Project Y**

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ENVENG 788 A and B*

**ENVENG 789 30 Points****Project Z**

A student is required to submit a report on a topic assigned by the appropriate Head of Department.

**ENVENG 796A 60 Points****ENVENG 796B 60 Points****ME Thesis (Environmental)**

A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.

*To complete this course students must enrol in ENVENG 796 A and B*

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**Mechanical Engineering**


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**Stage II****MECHENG 201 15 Points****Electronics and Computing for Mechanical Engineers**

Mechanical engineers need to be familiar with those electronics and software elements that are now vital components of most mechanical products and processes. Introduces sensors and actuators, analogue and digital circuit elements for signal processing, and computing and software programming.

*Prerequisite: ELECTENG 101*

**MECHENG 211 15 Points****Thermofluids**

The fundamentals of fluid mechanics, thermodynamics and heat transfer with practical applications to engineering devices and systems.

**MECHENG 222 15 Points****Dynamics**

Kinematics of particles, rectilinear and curvilinear motion, kinematics of rigid bodies in the plane. Kinetics of particles, systems of particles and rigid

bodies. Impulse and momentum, mechanism motion in the plane. Vibration of a particle.

*Prerequisite: 15 points from ENGGEN 121, 150*

**MECHENG 224 15 Points****System Dynamics Modelling, Simulation and Animation**

The course introduces basics of modelling, simulation and animation of a dynamics of systems, structures, objects and devices. Simulations and animations lead to deeper understanding of dynamic phenomena in various fields of engineering as well as in economy, bio-medicine and sociology. The problems included throughout the course reinforce the mastery of both the theory and the practice of system dynamics.

**MECHENG 235 15 Points****Design and Manufacture 1**

The design process as a teamwork, and system based, problem-solving activity. Design methodology and evaluation, design failure and safety, communicating design intent through graphical means. Introduction to engineering material properties and concepts of material failure. Introduction to motive power sources, machine elements and production and fabrication processes.

*Prerequisite: ENGGEN 115*

*Restriction: MECHENG 223, 234*

**MECHENG 236 15 Points****Design and Manufacture 2**

Introduction to computer-assisted design animation and virtual mechanisms and computer-aided production processes. Basic hydraulics and pneumatics systems and components. Fundamental techniques for the determination of material behaviour under external loads. Further production processes. Design reliability. Basic principles of "Design for X".

*Prerequisite: MECHENG 235*

*Restriction: MECHENG 223, 234*

**MECHENG 242 15 Points****Mechanics of Materials 1**

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. Safety factors.

*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.

**Stage III****MECHENG 311 15 Points****Thermal Engineering**

Second Law of Thermodynamics, entropy. Cycles and applications. Heat transfer, heat exchangers.

*Prerequisite: MECHENG 211*

**MECHENG 312 15 Points****Sensors and Actuators**

An introduction to mechatronics engineering and its main elements. Topics include interfacing and signal

processing, sensors, actuators, control technologies, systems modelling, simulation and analysis.

*Restriction: ELECTENG 428*

**MECHENG 313** **15 Points**  
**Real Time Software Design**

Introduces the principles of software design in a real time environment. Main topics include computer/microprocessor architecture, programming in real-time environment, software design, embedded C or C# and data acquisition systems.

**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 (eg, pole placement, lead-lag compensation, PID). Applications in MATLAB/Simulink and with physical systems.

*Prerequisite: ENGSCI 211, MECHENG 222*

**MECHENG 325** **15 Points**  
**Machine and Structural Dynamics**

Kinetics: force-acceleration, work-energy, impulse momentum. Forced and transient vibration of single degree of freedom systems and applications. Multi-component systems. Free and forced vibration of two degree of freedom systems. Rigid body kinetics in 3D: the inertia tensor, Euler's equations, gyroscopic motion. Flow induced vibrations: buffeting, vortex shedding, lock-in, flutter, galloping etc. Structural response and mitigating measures.

*Restriction: MECHENG 324*

**MECHENG 334** **15 Points**  
**Engineering Design 3M**

Good practice and standard methods in mechanical engineering design. Conceptual and detailed design in projects involving machine elements, engineering sciences and engineering mechanics. Some of the advanced computer-aided tools (eg, CAD, CAM, CAE) will be introduced and utilised in some projects.

*Prerequisite: MECHENG 234, or MECHENG 232 and 233*

*Restriction: MECHENG 332, 333*

**MECHENG 340** **15 Points**  
**Mechanics of Materials 2**

States of stress and strain at a point in a general three-dimensional stress system, failure theories for ductile materials, elementary plasticity. Generalised stress – strain relations for linearly elastic isotropic materials. Axisymmetric stress systems: thick walled pressure cylinders, spheres and rotating discs. Advanced topics in bending of beams. Failure theories for brittle materials. Fatigue in ductile materials.

*Prerequisite: MECHENG 242*

*Restriction: MECHENG 341*

**MECHENG 352** **15 Points**  
**Manufacturing Systems**

An introduction to the procedures and technological aspects of typical manufacturing systems; basic concepts of plant and work design; automation; planning, implementation; simulation, and monitoring of production processes; project-based introduction to the tools and techniques applied by professional engineers in modern manufacturing plants.

*Restriction: MECHENG 351*

**MECHENG 370** **15 Points**  
**Analog Circuit Design**

An introduction to the design, analysis and

implementation of electronic circuits or systems for various applications such as signal conditioning, interfacing and signal generation, and high power electronics. These include PCB design and testing.

*Prerequisite: ELECTENG 101 or 208*

**MECHENG 371** **15 Points**  
**Digital Circuit Design**

Introduction to a variety of techniques in digital system design ranging from simple combinational logic to finite state machines including issues relating to digital circuit such as hazards, thermal management and signal integrity. Students will be exposed to the use of FPGA to rapid prototype digital systems using schematic and hardware description language entries.

*Prerequisite: ELECTENG 101 or 208*

**Postgraduate 700 Level Courses**

**MECHENG 701** **15 Points**  
**Studies in Mechanical Engineering 1**

Advanced courses on topics to be determined each year by the Head of Department of Mechanical Engineering.

**MECHENG 702** **15 Points**  
**Studies in Mechanical Engineering 2**

Advanced courses on topics to be determined each year by the Head of Department of Mechanical Engineering.

**MECHENG 705** **15 Points**  
**Mechatronics Systems**

Modelling and analysis of electro-mechanical systems, including MEMS sensors, actuators, smart/functional materials, structures. Fundamentals of digital control and systems applied to electro-mechanical systems.

*Prerequisite: MECHENG 312, 322*

*Restriction: MECHENG 405*

**MECHENG 706** **15 Points**  
**Mechatronics Design**

A range of projects that demonstrate the application and integration of the material taught in lecture courses to create practical intelligent products and manufacturing processes.

*Prerequisite: MECHENG 312, 322*

*Restriction: MECHENG 406*

**MECHENG 707** **15 Points**  
**Special Topic in Mechanical Engineering 1**

Courses on special topics are to be determined each year by the Head of Department of Mechanical Engineering.

**MECHENG 708** **15 Points**  
**Special Topic in Mechanical Engineering 2**

Courses on special topics are to be determined each year by the Head of Department of Mechanical Engineering.

**MECHENG 709** **15 Points**  
**Industrial Automation**

Automation technologies used in the manufacturing and processing industry. Topics include: robotics, PLCs, industrial process visualisation, data collection and supervisory control, robot sensors, computer vision systems, automated assembly systems, condition monitoring.

*Prerequisite: MECHENG 312*

*Restriction: MECHENG 409*

**MECHENG 711 15 Points****Computational Fluid Dynamics**

The application of computational methods to fluid dynamics and heat transfer. Finite volume and finite difference methods. Convergence and stability. Mesh generation and post-processing. Application of commercial computer programs to industrial problems.

**MECHENG 712 15 Points****Aerohydrodynamics**

The study of fluid mechanics relevant to external flows, eg, wind turbines, yachts, aircraft or wind loadings on buildings, boundary layers, computational fluid dynamics.

*Restriction: MECHENG 412, 771*

**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*

*Restriction: MECHENG 413*

**MECHENG 714 15 Points****Wind Engineering**

The wind-loading chain – planetary boundary-layer flow, extreme winds, wind structure, wind loads, dynamic response, bluff body aerodynamics, vortex shedding, aero-elasticity, wind-tunnel testing, pedestrian level winds.

**MECHENG 715 15 Points****Building Services**

Principles and practice of heating, ventilation, air-conditioning and refrigeration (HVAC&R), psychrometry, heating/cooling loads, mass transfer and air quality, refrigeration/heat pump systems, cooling towers, pumps, fans, valves, pipes and ducts.

*Prerequisite: MECHENG 311*

*Restriction: MECHENG 411*

**MECHENG 716 15 Points****Internal Combustion Engines**

Combustion processes; calculations for Diesel and Otto cycles; ideal, fuel-air and real cycles; use of alternative fuels as supplements or replacements.

**MECHENG 717 15 Points****Advanced Thermal Systems**

Fundamentals of advanced thermodynamics-cycles and applications, heat and mass transfer, psychrometry, refrigeration and air-conditioning, combustion, thermal system design and simulation.

**MECHENG 722 15 Points****Dynamics, Vibrations and Spectral Analysis**

Vibrations – causes and effects; multiple degree of freedom and continuous systems, modal analysis, analytical, approximate and numerical methods. Analytical mechanics, receptance modelling. Random signals, spectral analysis, digital spectral analysis, aliasing, leakage, random vibrations. Vibrations instrumentation, measurement and testing. Vibration treatment. Applications.

*Restriction: MECHENG 421*

**MECHENG 724 15 Points****Multivariable Control Systems**

Advanced control of mechanical and mechatronic systems. Topics include: state-space representations, linearisation, discretisation, stability, state feedback

control design, optimal control, state estimation and Kalman filters. Applications in MATLAB/Simulink and with physical systems.

*Prerequisite: MECHENG 322*

*Restriction: MECHENG 423*

**MECHENG 726 15 Points****Acoustics for Engineers**

Wave equations, sources, directionality; behaviour of sound waves. Principles of active control for sound. The ear and hearing system. Measurement of sound fields. 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.

*Restriction: MECHENG 425*

**MECHENG 729 15 Points****Machine Learning and Fuzzy Systems**

The problems of learning from experimental data (support vector machines and neural networks) and the problem of embedding human knowledge into mathematical expressions (fuzzy logic) are covered. Learning from noisy sparse data patterns (examples) will be put in the framework of the theory of approximations of multivariate functions.

**MECHENG 731 15 Points****Engineering Design 4M**

A variety of engineering projects requiring the development and communication of design solutions to a professional standard, and using a wide range of advanced engineering methods.

*Restriction: MECHENG 431*

**MECHENG 741 15 Points****Advanced Mechanics of Materials**

Theory of elasticity: two-dimensional problems in rectangular polar coordinates, torsion of prismatic bars. Thin plates and shells: stresses and deflections in circular plates, rectangular plates and thin shells of revolution.

**MECHENG 742 15 Points****Advanced Materials Manufacturing**

Polymer and composites manufacturing; properties and processing of polymers and reinforcing materials. Analysis of selected manufacturing processes; injection moulding, extrusion, liquid composites moulding, pultrusion. Consideration of viscous flow, flow through porous media and heat transfer.

**MECHENG 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*

*Restriction: MECHENG 441, 772*

**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 transient conduction and drying; casting; polymer processing; basic polymer science:



thermosets and thermoplastics, profile extrusion, sheet extrusion; blown-film extrusion, filament extrusion, blow moulding.

*Prerequisite:* MECHENG 340

*Restriction:* MECHENG 342, 447

**MECHENG 751** **15 Points**  
**Advanced CAD/CAM/CNC**

Selected topics in advanced computer-aided design (CAD), computer-aided manufacturing (CAM) and computer numerical controls (CNC). For each topic, its philosophy, analysis, selection and successful implementation will be investigated.

**MECHENG 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:* ENGGEN 303 with a grade of B or better

*Restriction:* MECHENG 451

**MECHENG 753** **15 Points**  
**Manufacturing Information Systems**

A study of new or emerging information technologies and their applications in manufacturing enterprises. The focus is on product modelling technologies based on STEP, and intelligent and interoperable manufacturing systems. The targeted applications are computer numerically controlled machine tools. Basic knowledge of object-oriented programming and database techniques is a necessity. Students should also have basic programming skills, eg, C++.

**MECHENG 758** **15 Points**  
**Special Topic in Engineering Management 1**

Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of engineering management in consultation with the programme coordinator.

*Students must be enrolled in the MEMgt programme.*

**MECHENG 759** **15 Points**  
**Special Topic in Engineering Management 2**

Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of engineering management in consultation with the programme coordinator.

*Students must be enrolled in the MEMgt programme.*

**MECHENG 760** **15 Points**  
**Special Topic in Technology Management 1**

Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area of technology management in consultation with the programme coordinator.

*Students must be enrolled in the MEMgt programme.*

**MECHENG 761** **15 Points**

**MECHENG 761A** **7.5 Points**

**MECHENG 761B** **7.5 Points**

**Special Topic in Technology Management 2**

Distance learning graduate course for students previously or currently employed. Students can select a specific topic from those offered in the area

of technology management in consultation with the programme coordinator.

*Students must be enrolled in the MEMgt programme.*

*To complete this course students must enrol in MECHENG 761 A and B, or MECHENG 761*

**MECHENG 762A** **15 Points**

**MECHENG 762B** **15 Points**

**Mechatronics Research Project**

An innovative mechatronics project covering the research and design phases of problem analysis, specification and conceptual design, detailed design, prototype implementation and verification.

*Restriction:* MECHENG 407, 408, 462

*To complete this course students must enrol in MECHENG 762 A and B*

**MECHENG 763A** **15 Points**

**MECHENG 763B** **15 Points**

**Research Project**

A comprehensive investigation leading to an oral presentation, a display and a report on a topic assigned by the Head of Department of Mechanical Engineering.

*Restriction:* MECHENG 461

*To complete this course students must enrol in MECHENG 763 A and B*

**MECHENG 771** **15 Points**

**Aerodynamics and Hydrodynamics**

Sail aerodynamics, thin aerofoil and lifting line theories. Hydrodynamic forces and moments. Velocity prediction programmes. Experimental methods in wind tunnel and towing tank testing.

*Restriction:* MECHENG 412, 712

**MECHENG 772** **15 Points**

**Materials and Yacht Structures**

Steel, aluminium and composite materials, stress analysis, finite element methods, slamming loads.

*Restriction:* MECHENG 441, 743

**MECHENG 773** **15 Points**

**Small Craft Design and Manufacturing**

Hull and component design, CAD/CAM, manufacturing methods. System design, product specification and selection. Project Management. Regulatory bodies and rules.

**MECHENG 774** **15 Points**

**Small Craft Naval Architecture**

Hydrostatics and stability, sea keeping, manoeuvring, multi-degree of freedom systems, coupled motions, strip theory. Resistance components and scaling laws. Propulsion methods, propeller design, advanced marine vehicles including hydrofoils and jet propulsion.

**MECHENG 775A** **15 Points**

**MECHENG 775B** **30 Points**

**Yacht Engineering Project**

Each student is required to complete an individual project and submit a report on a topic assigned by the appropriate Head of Department. This is a piece of research carried out under the guidance of a supervisor.

*Restriction:* MECHENG 776

*To complete this course students must enrol in MECHENG 775 A and B*



<b>MECHENG 776A</b>	<b>30 Points</b>
<b>MECHENG 776B</b>	<b>15 Points</b>
<b>Yacht Engineering Project</b>	
Each student is required to complete an individual project and submit a report on a topic assigned by the appropriate Head of Department. This is a piece of research carried out under the guidance of a supervisor.	
<i>Restriction: MECHENG 775</i>	
<i>To complete this course students must enrol in MECHENG 776 A and B</i>	
<b>MECHENG 787</b>	<b>15 Points</b>
<b>Project X</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<b>MECHENG 788A</b>	<b>15 Points</b>
<b>MECHENG 788B</b>	<b>15 Points</b>
<b>Project Y</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<i>To complete this course students must enrol in MECHENG 788 A and B</i>	
<b>MECHENG 789</b>	<b>30 Points</b>
<b>Project Z</b>	
A student is required to submit a report on a topic assigned by the appropriate Head of Department.	
<b>MECHENG 796A</b>	<b>60 Points</b>
<b>MECHENG 796B</b>	<b>60 Points</b>
<b>ME Thesis (Mechanical)</b>	
A student is required to submit a thesis on a topic assigned by the appropriate Head of Department.	
<i>To complete this course students must enrol in MECHENG 796 A and B</i>	

## Software Engineering

### Stage II

<b>SOFTENG 206</b>	<b>15 Points</b>
<b>Software Engineering Design 1</b>	
Project work. Skills and tools in systematic development of software, including testing, version control, build systems, working with others.	
<i>Prerequisite: SOFTENG 250, 251</i>	
<b>SOFTENG 211</b>	<b>15 Points</b>
<b>Software Engineering Theory</b>	
Sets, languages, operations on languages. Deterministic and nondeterministic automata. Designing automata. Determinisation. Regular expressions. Induction and Recursion. Program correctness. Counting. Elements of graph algorithms.	
<i>Prerequisite: ENGGEN 131 or COMPSCI 101</i>	
<b>SOFTENG 250</b>	<b>15 Points</b>
<b>Introduction to Data Structures and Algorithms</b>	
Introduction to the analytical and empirical behaviour of basic algorithms and data structures.	
<i>Prerequisite: ENGGEN 131 or COMPSCI 101</i>	
<i>Corequisite: ENGSCI 213</i>	
<b>SOFTENG 251</b>	<b>15 Points</b>
<b>Object Oriented Software Construction</b>	
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.	
<i>Prerequisite: ENGGEN 131 or COMPSCI 101</i>	

<b>SOFTENG 254</b>	<b>15 Points</b>
<b>Quality Assurance</b>	
Software verification and validation. Static and dynamic QA activities as part of the software lifecycle. Unit, integration, system, performance and usability testing. Use of automation and tools to support testing activities. Metrics to quantify strength of testing and complexity of programs.	
<i>Prerequisite: SOFTENG 250, 251</i>	

### Stage III

<b>SOFTENG 306</b>	<b>15 Points</b>
<b>Software Engineering Design 2</b>	
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.	
<i>Prerequisite: SOFTENG 206, 254, 350, 351</i>	
<b>SOFTENG 325</b>	<b>15 Points</b>
<b>Software Architecture</b>	
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.	
<i>Prerequisite: 15 points from SOFTENG 350, COMPSYS 302</i>	
<b>SOFTENG 350</b>	<b>15 Points</b>
<b>Human Computer Interaction</b>	
Human behaviour and expectations. User interface design. User centred design. Usability evaluation techniques for web and standard interfaces. Constructing web and graphical user interfaces.	
<i>Prerequisite: SOFTENG 206</i>	
<b>SOFTENG 351</b>	<b>15 Points</b>
<b>Fundamentals of Database Systems</b>	
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.	
<i>Prerequisite: SOFTENG 211 or COMPSCI 225</i>	
<b>SOFTENG 364</b>	<b>15 Points</b>
<b>Computer Networks</b>	
Principles of data communications; representation, transmission. Physical layer, signals in time and frequency domain. Modulation and coding. Data layer and protocols. Layered architecture model of computer networks, OSI and TCP/IP, Flow control, error control. Local area networks and IEEE standards, Ethernet and Wireless LAN. Circuit, message and packet switching. The internet protocol (IPv4 and IPV6), routing algorithms, design of subnets. TCP and UDP. Network security. Introduction to ATM.	
<i>Prerequisite: 15 points from COMPSYS 201, SOFTENG 252 and 15 points from SOFTENG 206, 211, 250, 251, 254, 325</i>	
<b>SOFTENG 370</b>	<b>15 Points</b>
<b>Operating Systems</b>	
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 or SOFTENG 252, 250

### Postgraduate 700 Level Courses

**SOFTENG 700A** 15 Points

**SOFTENG 700B** 15 Points

#### Research Project

A student is required to submit a report on project work carried out on a Software Engineering topic assigned by the Head of Department.

*Prerequisite:* SOFTENG 306

*Restriction:* SOFTENG 401

*To complete this course students must enrol in SOFTENG 700 A and B*

**SOFTENG 701** 15 Points

#### Advanced Software Engineering Development Methods

Advanced studies in methods and techniques for developing complex software systems including topics in component based technologies, software engineering environments, tool construction, software architectures.

**SOFTENG 702** 15 Points

#### Advanced Human Computer Interaction

Current topics in Human-Computer Interaction research, such as: new user-interface technologies, empirical usability studies, pen-based user interaction, form-based user interaction models, advanced layout specification, systematics of human-computer interaction and computer-mediated collaborative work.

**SOFTENG 710** 15 Points

#### Studies in Software Engineering 1

Advanced courses on topics to be determined each year by the Head of Department.

*Prerequisite:* Permission of the Head of Department

**SOFTENG 711** 15 Points

#### Studies in Software Engineering 2

Advanced courses on topics to be determined each year by the Head of Department.

*Prerequisite:* Permission of the Head of Department

**SOFTENG 750** 15 Points

#### Software Development Methodologies

Software lifecycle; software process models; examples of software processes; software process improvement; project management; tool support for software development; issues in software engineering.

*Prerequisite:* SOFTENG 306

*Restriction:* SOFTENG 450

**SOFTENG 751** 15 Points

#### High Performance Computing

Project-based hands-on high performance computing and programming. Memory architecture and networks of parallel computing systems. Multicores, hardware acceleration devices such as graphics cards and FPGAs. Shared memory and data parallel programming. Object Oriented and low level parallel programming. Parallelisation process: subtask decomposition, dependence analysis and scheduling.

*Prerequisite:* SOFTENG 306 or COMPSYS 302 or MECHENG 313 or 30 points at Stage III in Computer Science

*Restriction:* SOFTENG 461

**SOFTENG 752** 15 Points

#### Formal Specification and Design

Formal specification, design, and (automatic) analysis of software systems. Use of Z, Alloy, OCL, and CSP

notations. Comparison of approaches, emphasising their practical application.

*Prerequisite:* SOFTENG 306

*Restriction:* SOFTENG 462

**SOFTENG 761** 15 Points

#### Special Topic in Software Engineering 1

An advanced course on a topic to be determined each year by the Head of Department.

*Prerequisite:* Permission of the Head of Department

**SOFTENG 762** 15 Points

#### Special Topic in Software Engineering 2

An advanced course on a topic to be determined each year by the Head of Department.

*Prerequisite:* Permission of the Head of Department

**SOFTENG 787** 15 Points

#### Project X

A student is required to submit a report on a topic assigned by the Head of Department.

**SOFTENG 788A** 15 Points

**SOFTENG 788B** 15 Points

#### Project Y

A student is required to submit a report on a topic assigned by the Head of Department.

*To complete this course students must enrol in SOFTENG 788 A and B*

**SOFTENG 789** 30 Points

#### Project Z

A student is required to submit a report on a topic assigned by the Head of Department.

**SOFTENG 796A** 60 Points

**SOFTENG 796B** 60 Points

#### ME Thesis (Software Engineering)

A student is required to submit a thesis on a topic assigned by the Head of Department.

*To complete this course students must enrol in SOFTENG 796 A and B*

## Faculty of Law

### 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: LAW 121 or 121G with a minimum C+ pass*

### Stage II

**LAW 201A** 15 Points

**LAW 201B** 15 Points

#### Criminal Law

An introduction to the principles and practice of New Zealand criminal law; an analysis of doctrines of liability including defences to criminal charges; a study in detail of selected indictable and summary offences; and a critical survey of the chief elements of procedure relating to offences chargeable indictably or summarily. (Apart from the rules concerning burden of proof, no detailed study is made in this course of the law of evidence.)

*Corequisite: LAW 299*

*To complete this course students must enrol in LAW 201 A and B*

**LAW 211A** 15 Points

**LAW 211B** 15 Points

#### Public Law

The principles and workings of the New Zealand constitution; the powers, privileges and immunities of the three branches of government; the exercise and control of public power; and the relationship between the individual and the State (including the position of Māori under the Treaty of Waitangi).

*Corequisite: LAW 299*

*To complete this course students must enrol in LAW 211 A and B*

**LAW 221A** 2.14 Points

**LAW 221B** 2.14 Points

#### Legal Research and Writing 1A

The research and writing requirements, as determined by the Dean of Faculty of Law, associated with courses LAW 201, 211. Available to transition students only.

*To complete this course students must enrol in LAW 221 A and B*

**LAW 231A** 15 Points

**LAW 231B** 15 Points

#### Law of Torts

The general principles of civil liability for non-consensual wrongs. The principles of liability applying to selected torts, including the intentional torts such as: assault, battery, false imprisonment, intentionally inflicting emotional distress, trespass to land, wrongs to goods, negligence, strict liability, nuisance and defamation. The law relating to compensation for personal injury.

*Corequisite: LAW 299*

*To complete this course students must enrol in LAW 231 A and B*

**LAW 241A** 15 Points

**LAW 241B** 15 Points

#### Law of Contract

The general principles of contract law including: the formation of contracts at common law, New Zealand contract legislation, breach of contract, and remedies for breach of contract. An introduction to the general principles of agency.

*Corequisite: LAW 299*

*To complete this course students must enrol in LAW 241 A and B*

**LAW 251A**

2.14 Points

**LAW 251B**

2.14 Points

#### Legal Research and Writing 1B

The research and writing requirements, as determined by the Dean of Faculty of Law, associated with courses LAW 231, 241. Available to transition students only.

*To complete this course students must enrol in LAW 251 A and B*

**LAW 299**

0 Points

#### Legal Research 1

An introduction to formats and types of legal information, including the research process, the use of New Zealand primary and secondary sources of law, research ethics and legal citation.

### Stage III

**LAW 301A**

10 Points

**LAW 301B**

10 Points

#### Land Law

A study of the history and principles of land law including: estates and interests in land, the effect of registration and indefeasibility of title, leasehold estates, easements and profits, mortgages, and concurrent interests in land, and covenants affecting freehold land.

*Prerequisite: LAW 201, 211, 231, 241*

*To complete this course students must enrol in LAW 301 A and B*

**LAW 306A**

10 Points

**LAW 306B**

10 Points

#### Equity

A study of the central principles and remedies of equity including: the fiduciary principle, relationships of confidence, unconscionable conduct, undue influence, estoppel, assignments, trusts (express, resulting and constructive), charities, tracing, third-party liability, the assignment in equity of choses in action, and priorities. Basic principles of the law of succession and of the administration of estates.

*Prerequisite: LAW 201, 211, 231, 241*

*To complete this course students must enrol in LAW 306 A and B*

**LAW 316**

15 Points

#### Jurisprudence

A study of the nature of law, including the nature of legal reasoning, its sources, its methodology, the extent to which legal questions are indeterminate, fundamental legal concepts, and the structure of a legal system; 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, 299*

### Stage IV

**LAW 400**

10 Points

#### Legal Research 3

Completion of legal research requirements as approved by the Faculty of Law, including moot participation and opinion writing.



**LAW 456** 15 Points  
**Supervised Research**

A research paper, approved by the Dean of Faculty of Law, written under the supervision of a teacher in the Faculty of Law.

**LAW 458** 10 Points  
**Legal Ethics**

A study of legal ethics and professional responsibility including: an introduction to ethical analysis which examines various theories of ethics; the applicability of ethical analysis to legal practice; the concept of a profession and the ethical and professional duties of practitioners (which will include, amongst other topics, conflicts of interest, confidentiality, duties to the court, duties of loyalty and fidelity); the wider responsibilities of lawyers in the community.

*Prerequisite:* LAW 201, 211, 231, 241

**LAW 499** 0 Points  
**Legal Practice**

Such work and practical experience in the detailed application of the law and in relation to the provision of legal services as approved by the Faculty of Law.

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**Postgraduate 700 Level Courses**

**LAW 788** 0 Points  
**Legal Research Methodology**

An introduction to multi-jurisdictional legal information sources and advanced legal research, research problem formulation and refinement, legal and social science research methodologies, research ethics and evaluative research trail.

**LAW 789** 30 Points  
**Dissertation**

A dissertation of approximately 15,000 words resulting from original research of the student, having the scope, and depth of research, of a competent law review article. The topic of the dissertation needs the approval of the Dean of Faculty of Law.

**LAW 790** 30 Points  
**Dissertation**

A dissertation of approximately 15,000 words resulting from original research of the student, having the scope, and depth of research, of a competent law review article.

**LAW 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*

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**Law Commercial**

**Stage IV**

**LAWCOMM 401** 20 Points  
**Commercial Law**

An introduction to selected areas of business law, in particular relating to the sale of goods and personal property securities but extending to aspects of consumer laws, guarantees and the impact of new business methods.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 415

**LAWCOMM 402** 20 Points  
**Company Law**

The law relating to companies incorporated under the Companies Act 1993 including: the nature of corporate personality, pre-incorporation contracts, the rights and liabilities of promoters, an introduction to the raising of debt and equity capital and the regulation of the securities market, the rights of shareholders, and the duties of directors.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 417

**LAWCOMM 403** 20 Points  
**Tax Law**

A general introduction to tax law including: aspects of tax policy; the structure of the tax system; residence; source; the meaning of income; the deductibility of expenditure; the distinction between capital and revenue; depreciation; avoidance; disputes and rulings; GST.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 429

**LAWCOMM 404** 20 Points  
**Intellectual Property**

Study of the laws which protect the products of intellectual endeavour including: passing-off (and section 9 Fair Trading Act), the Trade Marks Act, the Copyright Act, the action for 'breach of confidence', the Designs Act and the Patents Act.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 432

**LAWCOMM 405** 20 Points  
**Restitution**

A study of the general principles of the law of restitution, including an analysis of the concept



of unjust enrichment, selected applications of 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 201, 211, 231, 241, 306

*Restriction:* LAW 366, 451, LAWHONS 726

#### **LAWCOMM 406** **20 Points** **International Sales and Finance**

Study of the law relating to international trade and transnational business transactions, including international sales contracts and international trade finance, and conflict of laws issues arising out of international trade.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 476

#### **LAWCOMM 407** **20 Points** **Conflict of Laws**

An introduction to private international law (ie, the body of law dealing with international civil or commercial issues or disputes that are not governed by substantive conventions) including: a study of the jurisdiction of the New Zealand courts, recognition and enforcement of foreign judgments and decrees, and choice of the governing legal system.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 420, 477

#### **LAWCOMM 408** **20 Points** **Special Topic**

#### **LAWCOMM 409** **20 Points** **Special Topic**

#### **LAWCOMM 420** **15 Points** **Advanced Tax Law**

A more advanced study of tax law covering topics such as tax history; tax theory; the taxation of companies; dividends; imputation; groups; losses; qualifying companies; trusts; withholding obligations; accruals; avoidance; international tax; profit reduction techniques; transfer pricing; controlled foreign corporations (CFCs); foreign investment funds (FIFs); tax treaties.

*Prerequisite:* LAW 429 or LAWCOMM 403

*Restriction:* LAW 409, COMLAW 311

#### **LAWCOMM 421** **15 Points** **Commercial Arbitration**

The law and procedure relating to the settlement of domestic and international commercial disputes by arbitration, including a study of key arbitration principles, governing law issues, appointment and duties of arbitrators, the conduct of proceedings, enforcement and judicial review of awards, and international investment arbitration.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 414

#### **LAWCOMM 422** **15 Points** **Competition Law**

A study of the principles of competition law in New Zealand including the effect on competition law of the CER Agreement with Australia. Comparison with the competition laws of other countries including the United States, the European Union and Australia.

*Prerequisite:* LAW 201, 211, 231, 241 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 201, 211, 231, 241

*Restriction:* LAW 422

#### **LAWCOMM 424** **15 Points** **Insurance Law**

Introduction to the principles and practice of the law of insurance and the law regulating insurers and insurance intermediaries. Studies of selected branches of insurance including indemnity, liability, life and marine.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 431

#### **LAWCOMM 425** **15 Points** **International Trade**

Study of the law relating to international trade and transnational business transactions; contracts of carriage; the law and policy surrounding the regulation of the international transportation of goods by sea, land and air.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 436

#### **LAWCOMM 426** **15 Points** **Law and Information Technology**

An introduction to the use of information systems in legal practice and research and the impact of the law on information technology including: computer crimes, torts, intellectual property, evidence, privacy, and the assistance given to lawyers by information retrieval, office management and litigation support systems.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 438

#### **LAWCOMM 427** **15 Points** **Vendor and Purchaser**

A study of the law relating to contracts for the sale and purchase of land, including the formation of the contract, the application of relevant statutes, the basic terms of such contracts and their significance, matters of title, settlement and completion, and remedies for breach.

*Prerequisite:* LAW 201, 211, 231, 241, 301

*Restriction:* LAW 454

#### **LAWCOMM 428** **15 Points** **Maritime Law**

An introduction to shipping law, including: ownership and proprietary interests in ships, ship registration, charter parties, ship mortgages, shipboard crimes and torts, the law of collisions, salvage and wrecks, the admiralty jurisdiction, enforcement of maritime liens and other maritime claims, national shipping law and policy, the international regulatory framework, and conflict of laws issues applicable to maritime disputes.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 459

#### **LAWCOMM 429** **15 Points** **Advanced Tort**

Explores in depth issues touched on in LAW 231 and introduces new causes of action. Topics will include some or all of the following: the recovery of economic loss in negligence, negligent misrepresentation, vicarious liability, factual causation, nonfeasance,

the economic torts, the effect of statutes and contracts on the law of tort, and damages.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 484

#### **LAWCOMM 430**

**15 Points**

##### **Law of Capital Markets**

An introduction to regulation of the securities market. The raising of capital from the public, and issues arising in the subsequent trading of publicly listed securities, including the operation of the Takeovers Act, the Takeovers Code, the Securities Markets Act, and the Listing Rules of the New Zealand Stock Exchange (NZX).

*Prerequisite:* LAW 417 or LAWCOMM 402

*Restriction:* LAW 490

#### **LAWCOMM 431**

**15 Points**

##### **Banking Law**

Aspects of the law relating to banking transactions and practice in New Zealand. Major topics include: the nature of the role and the functions of the Reserve Bank, the banker-customer contract, legal aspects of bank accounts, safe custody and other non-account services, bank as trustee or fiduciaries, restitutionary recovery by and against banks, cheques and bills of exchange and lender liability.

*Prerequisite:* LAW 201, 211, 231, 241 or COMLAW 201

*Restriction:* LAW 487, 492, COMLAW 308

#### **LAWCOMM 432**

**15 Points**

##### **Commercial Transactions**

A study of commercial law in operation, with particular reference to the legal and practical processes involved in the formation and implementation of such major business transactions as are typical in the life cycle of a business. The particular transactions focused upon may vary from year to year.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 417 or LAWCOMM 402

*Restriction:* LAW 493

#### **LAWCOMM 433**

**15 Points**

##### **Advanced Intellectual Property Law**

Studies in selected topics in intellectual property law including international developments and comparative aspects.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 432 or LAWCOMM 404

#### **LAWCOMM 434**

**15 Points**

##### **Advanced Contract**

Advanced studies in selected areas of Contract Law.

*Prerequisite:* LAW 201, 211, 231, 241

#### **LAWCOMM 435**

**15 Points**

##### **European Commercial Litigation**

A study of jurisdiction, choice of law and enforcement of judgments in cross-border commercial litigation within the European Union; consideration of specific EU Regulations, such as Brussels I, Rome I and Rome II.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAWCOMM 443, LAW 475

#### **LAWCOMM 436**

**15 Points**

##### **Special Topic**

#### **LAWCOMM 437**

**15 Points**

##### **Iwi Corporate Governance**

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.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 497

#### **LAWCOMM 438**

**15 Points**

##### **Agency and Partnership**

A study of the law of principal and agent, including the legal relationships between: (i) principals and third parties as created or altered by agents; (ii) agents and third parties; and (iii) principal and agent inter se. An introduction to the principles of partnership.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 411

#### **LAWCOMM 439**

**15 Points**

##### **Company Finance**

Selected problems in company finance law including: issues relating to the formation of contracts with companies for the raising of equity and debt capital, issues relating to choice of method in the raising of capital, aspects of secured debt capital, and an introductory analysis of the Securities Act 1978.

*Prerequisite:* LAW 201, 211, 231, 241, 417 or LAWCOMM 402

*Restriction:* LAW 416

#### **LAWCOMM 440**

**10 Points**

##### **Guarantees and Indemnities**

An introduction to the law regarding guarantees and indemnities in New Zealand. The course will mainly focus on guarantees, although indemnities will also be covered.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 401

#### **LAWCOMM 441**

**10 Points**

##### **Creditors' Remedies**

Examination of the diverse and seemingly unrelated areas of the law as they concern the rights of unsecured judgement creditors.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 461

#### **LAWCOMM 442**

**10 Points**

##### **Law of Personal Property**

Introduction to the concepts and legal rights associated with personal property, covering: possessory rights and relationships, including bailment, reservation of title and security interests in goods, and principles relevant to the transfer and acquisition of personal property.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 311, 471

#### **LAWCOMM 444**

**10 Points**

##### **Corporate Finance Law**

An examination of the law regulating the promotion of companies, duties and liabilities of directors and promoters for the promotion of a company, public fund raising in New Zealand, insider trading laws and takeovers, and limited liability partnerships.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 417 or LAWCOMM 402

*Restriction:* LAW 487, 490

#### **LAWCOMM 445**

**10 Points**

##### **Special Topic**

#### **LAWCOMM 446**

**10 Points**

##### **Special Topic**

**LAWCOMM 447** **10 Points**  
**Consumer Law**  
 Study of the protection of consumers in sales and credit transactions including the examination of existing legislation (eg, Consumer Guarantees Act, Fair Trading Act, Credit Contracts Act) and proposals for reform.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 464

**LAWCOMM 448** **10 Points**  
**Mergers and Acquisitions**  
 The law relating to business and corporate acquisitions and corporate mergers, takeovers and amalgamations. Topics may include: public and private regulation; shareholders' rights; directors' rights and duties; competition law rules.

*Prerequisite:* LAW 201, 211, 231, 241, 417 or LAWCOMM 402

*Restriction:* LAW 465

### Postgraduate 700 Level Courses

**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.

**LAWCOMM 705** **30 Points**  
**Commercial Leases**  
 An examination and analysis of the obligations, rights and powers of parties in modern commercial leases, including problems arising from assignments, subleases, mortgages of leases, enforcement of obligations and remedies.

**LAWCOMM 706** **30 Points**  
**Competition Law 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.

**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.

**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.  
*Restriction:* LAW 718

**LAWCOMM 712** **30 Points**  
**Insolvency Law**  
 Legal problems arising where a debtor is in financial difficulties including: study of the rights of creditors in bankruptcy and company liquidation, corporate failure and re-organisation, and insolvency law reform in this and other jurisdictions.

**LAWCOMM 713** **30 Points**  
**Selected Aspects of Intellectual Property**  
 Aspects of the law protecting the products of

intellectual endeavour selected from: the law of trade marks and passing off, the law of copyright, patent law and the law of breach of confidence.

**LAWCOMM 715** **30 Points**  
**International Sales**  
 Advanced study of selected topics in international trade law including: import and export of goods by sea and air, treaties affecting New Zealand's foreign trade, and transnational aspects of doing business abroad.

**LAWCOMM 716** **30 Points**  
**Law and Economics**  
 Selected topics relating to: the relevance of economic considerations in legal argument, the role of economic considerations in shaping the law, and the use of economic theory in assisting judgments about the effectiveness of laws.

**LAWCOMM 717** **30 Points**  
**Law of Agency**  
 An advanced study of the principles of agency law, and selected applications thereof.

**LAWCOMM 719** **30 Points**  
**Law of Contract**  
 The history and principles of the law of contract, including the law as to the sale of goods, negotiable instruments, and all other special classes of contracts.

**LAWCOMM 720** **30 Points**  
**Law of Insurance Contracts**  
 The principles and operation of the law relating to insurance.

**LAWCOMM 723** **30 Points**  
**Maritime Law**  
 Advanced studies in shipping law, including: ownership and proprietary interests in ships, ship registration, charter parties, ship mortgages, shipboard crimes and torts, the law of collisions, salvage and wrecks, the admiralty jurisdiction, enforcement of maritime liens and other maritime claims, national shipping law and policy, the international regulatory framework, and conflict of laws issues applicable to maritime disputes.

**LAWCOMM 724** **30 Points**  
**Mergers and Acquisitions**  
 Advanced study in the law relating to business and corporate acquisitions and corporate mergers, takeovers and amalgamations, including issues affecting choice of method, directors' duties, and public and private regulation.

**LAWCOMM 726** **30 Points**  
**Restitution in Commercial Contexts**  
 Advanced problems focusing on situations and available remedies where benefits have been wrongfully or unfairly acquired.

**LAWCOMM 730** **30 Points**  
**Special Topic**

**LAWCOMM 731** **30 Points**  
**Special Topic**

**LAWCOMM 732** **30 Points**  
**Special Topic**

**LAWCOMM 733** **30 Points**  
**Special Topic: 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.

**LAWCOMM 735** 30 Points  
**Special Topic**

**LAWCOMM 736** 30 Points  
**Special Topic**

**LAWCOMM 737** 30 Points  
**Special Topic**

**LAWCOMM 738** 30 Points  
**Special Topic: International Intellectual Property**

**LAWCOMM 739** 30 Points  
**Special Topic**

**LAWCOMM 741** 30 Points  
**Secured Transactions**  
Technical and practical aspects of the law of secured transactions.

**LAWCOMM 742** 30 Points  
**Remedies Law**  
Advanced study of selected aspects of civil remedies for breach of civil obligations including those arising at common law and under statute, and discretionary relief in equity, and the assessment of damages and compensation.

**LAWCOMM 743** 30 Points  
**International Company and Capital Markets Law**  
Selected aspects of the international and comparative dimensions of company and capital markets law.

**LAWCOMM 744** 30 Points  
**Selected Topics in Taxation**  
Selected topics in taxation including: works of some of the great tax theorists and their relevance to modern tax policy formulation; current debates on questions of tax policy; aspects of international taxation; aspects of international tax planning. These are examined by reference to the tax systems of a variety of jurisdictions (such as New Zealand, the UK, the USA, Hong Kong and China).

**LAWCOMM 745** 30 Points  
**Public Law in Commercial Contexts**  
Selected topics in the application of judicial review and other parts of public law in commercial contexts.

**LAWCOMM 752** 30 Points  
**Communications and Information Technology Law**  
A study of legal issues raised by the internet and the convergence of information and communications systems.

**LAWCOMM 754** 30 Points  
**Copyright Law**  
Detailed study of the law of copyright.  
*Restriction: LAWCOMM 713*

**LAWCOMM 755** 30 Points  
**Corporate Finance**  
Detailed study of the law relating to corporate finance.

**LAWCOMM 758** 30 Points  
**Franchising Law**  
A study of the law relating to franchising.

**LAWCOMM 759** 30 Points  
**International Insolvency Law**  
A study of the legal issues arising in the insolvency

of businesses which have transnational operations and investors.

**LAWCOMM 760** 30 Points  
**Patents and Allied Rights**  
A detailed study of the law of patents and allied rights.

**LAWCOMM 762** 30 Points  
**Regulation of International Trade**  
A study of the legal framework for the regulation of international trade.

**LAWCOMM 763** 30 Points  
**Sports Law**  
A detailed study of legal issues relating to sport.

**LAWCOMM 767** 15 Points  
**Special Topic**

**LAWCOMM 768** 15 Points  
**Special Topic**

**LAWCOMM 769** 15 Points  
**Special Topic**

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## Law Environmental

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### Stage IV

**LAWENVIR 401** 20 Points  
**Resource Management Law**  
An introduction to the law relating to resource management and environmental regulation including: evolution of the sustainable management concept, consideration of national objectives, application of the Treaty of Waitangi, national standards, coastal policies, regional statements and plans, district plans, designations, heritage and conservation powers, resource consent procedures, and remedial powers and enforcement procedures.  
*Prerequisite: LAW 201, 211, 231, 241*  
*Restriction: LAW 349, 450, 457, LAWENVIR 422, LAWHONS 709*

**LAWENVIR 402** 20 Points  
**Special Topic**

**LAWENVIR 403** 20 Points  
**Special Topic**

**LAWENVIR 420** 15 Points  
**International Environmental Law**  
Concepts, principles, customs, and treaties of international law as related to the protection of the global environment including: prevention of pollution, protection of the marine environment, ozone layer protection, climate change, biodiversity, the UNCED process and the legal framework for sustainable development.  
*Prerequisite: LAW 201, 211, 231, 241*  
*Restriction: LAW 433*

**LAWENVIR 421** 15 Points  
**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.  
*Prerequisite: LAW 201, 211, 231, 241*  
*Corequisite: LAW 301*  
*Restriction: LAW 446*



<b>LAWENVIR 422</b> <b>Environmental Law for Non-lawyers</b> Contemporary international and New Zealand environmental issues, policy and law; obligations of central and local governments under the Resource Management Act 1991; law and Māori; legal issues concerning sustainable management, national and coastal policy statements, regional and district plans preparation and content, resource consents, enforcement; heritage protection; the law concerning other activities affecting the environment, including hazardous and toxic substances; mining. <i>Restriction: LAW 450, 457, LAWENVIR 401</i>	<b>15 Points</b>	<b>LAWENVIR 714</b> <b>Natural Resources Law</b> 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. <i>Restriction: LAWENVIR 713</i>	<b>15 Points</b>
<b>LAWENVIR 423</b> <b>Earth Governance</b> An exploration of norms and institutions relevant to the governance of the global environment (climate, oceans, biodiversity, soils and water). Globalisation; ethics and policy of sustainability; sustainability law and governance. <i>Prerequisite: LAW 201, 211, 231, 241</i> <i>Restriction: LAW 491</i>	<b>15 Points</b>	<b>LAWENVIR 716</b> <b>Resource Management Law</b> 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.	<b>30 Points</b>
<b>LAWENVIR 424</b> <b>Special Topic</b>	<b>15 Points</b>	<b>LAWENVIR 721</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWENVIR 425</b> <b>Special Topic</b>	<b>15 Points</b>	<b>LAWENVIR 722</b> <b>Biotechnology and the Law</b> Analysis of the law relating to biotechnology and genetic engineering including the implications of the law relating to international trade and environment for the development of biotechnology (including indigenous rights), ethical dimensions of genetic engineering, studies of regulatory and other control schemes in selected jurisdictions.	<b>30 Points</b>
<b>LAWENVIR 426</b> <b>Special Topic</b>	<b>15 Points</b>	<b>LAWENVIR 723</b> <b>Climate Change Law</b> Explores the interconnected science, policy and legal issues involved in addressing climate change.	<b>30 Points</b>
<b>LAWENVIR 427</b> <b>Special Topic</b>	<b>15 Points</b>	<b>LAWENVIR 724</b> <b>Water Law</b> Study of the legislative and institutional framework for water management in New Zealand, regulations relating to the allocation of surface water and groundwater, water quality control, the common law doctrine of riparian rights, the concept of total catchment management and river basin and coastal management schemes.	<b>30 Points</b>
<b>LAWENVIR 430</b> <b>Special Topic</b>	<b>10 Points</b>	<b>LAWENVIR 725</b> <b>Corporate Environmental Governance</b> Takes a comparative and global perspective exploring the regulatory and governance frameworks that shape how corporations address environmental and related social issues.	<b>30 Points</b>
<b>LAWENVIR 431</b> <b>Special Topic</b>	<b>10 Points</b>	<b>LAWENVIR 726</b> <b>Special Topic</b>	<b>15 Points</b>
<b>Postgraduate 700 Level Courses</b>		<b>LAWENVIR 727</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWENVIR 702</b> <b>Comparative Environmental Law</b> 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. <i>Restriction: ENVLAW 701</i>	<b>30 Points</b>	<b>LAWENVIR 728</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWENVIR 710</b> <b>International Environmental Law</b> 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.	<b>30 Points</b>	<b>LAWENVIR 729</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWENVIR 713</b> <b>Mining, Energy and Natural Resource Law</b> 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. <i>Restriction: LAWENVIR 712, 714</i>	<b>30 Points</b>	<b>LAWENVIR 732</b> <b>Special Topic</b>	<b>30 Points</b>
		<b>LAWENVIR 733</b> <b>Special Topic</b>	<b>30 Points</b>

<b>LAWENVIR 734</b> <b>Special Topic</b>	<b>30 Points</b>	<b>LAWGENRL 421</b> <b>Civil Procedure</b>	<b>15 Points</b>
<b>LAWENVIR 735</b> <b>Special Topic</b>	<b>30 Points</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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 413	
<b>LAWENVIR 736</b> <b>Special Topic: Comparative Water Law and Policy</b>	<b>30 Points</b>		
<b>LAWENVIR 737</b> <b>Special Topic</b>	<b>30 Points</b>		
<b>LAWENVIR 790</b> <b>Dissertation</b>	<b>30 Points</b>	<b>LAWGENRL 422</b> <b>Women and the Law</b>	<b>15 Points</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.		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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 437	
<hr/> <b>Law General</b> <hr/>		<b>LAWGENRL 423</b> <b>Legal History</b>	<b>15 Points</b>
<b>Stage IV</b>		Historical analysis of problems currently facing the law in Aotearoa New Zealand with reference to both English sources and indigenous developments. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 441	
<b>LAWGENRL 401</b> <b>Evidence</b>	<b>20 Points</b>	<b>LAWGENRL 424</b> <b>Negotiation, Mediation and Dispute Resolution</b>	<b>15 Points</b>
An overview of the rules related to the presentation of proof in New Zealand courts (civil and criminal) and tribunals, including the rules relating to hearsay, opinion evidence, privilege, examination of witnesses, confessions and the exclusion of illegally obtained evidence. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 425		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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 447	
<b>LAWGENRL 402</b> <b>Family Law</b>	<b>20 Points</b>	<b>LAWGENRL 425</b> <b>Psychiatry and the Law</b>	<b>15 Points</b>
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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 426		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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 448	
<b>LAWGENRL 403</b> <b>Special Topic</b>	<b>20 Points</b>	<b>LAWGENRL 426</b> <b>Roman Law</b>	<b>15 Points</b>
<b>LAWGENRL 404</b> <b>Special Topic</b>	<b>20 Points</b>	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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 453	
<b>LAWGENRL 405</b> <b>Community Law Internship</b>	<b>20 Points</b>	<b>LAWGENRL 427</b> <b>Equitable Remedies</b>	<b>15 Points</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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAWGENRL 447		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	
<b>LAWGENRL 420</b> <b>Advocacy</b>	<b>15 Points</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. <i>Prerequisite:</i> LAW 201, 211, 231, 241, 301, 306 <i>Corequisite:</i> LAW 425 or LAWGENRL 401 <i>Restriction:</i> LAW 347, 410, LAWHONS 707			

interlocutory orders to maintain the court's authority over the parties or their property.

*Prerequisite:* LAW 201, 211, 231, 241, 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:* LAW 201, 211, 231, 241

*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.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 445

**LAWGENRL 430 15 Points**  
**Advanced Family Law**

Advanced problems in selected areas of family law.

*Prerequisite:* LAW 426 or LAWGENRL 402

*Restriction:* LAW 407

**LAWGENRL 431 15 Points**  
**Comparative Law**

Relationship of the common law system to other contemporary legal systems of the world with particular reference to the development of civil law on the continent of Europe, the study of indigenous and religious legal systems, and the international comparison of individual legal problems such as gender issues, environmental issues and human rights.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 418

**LAWGENRL 432 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 201, 211, 231, 241

*Restriction:* LAW 427

**LAWGENRL 433 15 Points**  
**Special Topic**

**LAWGENRL 434 15 Points**  
**Special Topic**

**LAWGENRL 435 15 Points**  
**Special Topic**

**LAWGENRL 436 15 Points**  
**Special Topic**

**LAWGENRL 437 15 Points**  
**Remedies**

Advanced study of civil remedies for breach of civil obligations including those arising both at common law and under statute, discretionary relief in equity

and under statutes, and the assessment of damages and compensation.

*Prerequisite:* LAW 201, 211, 231, 241, 306

*Restriction:* LAW 449

**LAWGENRL 440 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, 231, 241

*Restriction:* LAW 439

**LAWGENRL 441 10 Points**  
**Islamic Law**

The history and theory of Islamic Law; sources of the Islamic legal system; legal reasoning; Islamic Law in the modern nation-state setting; differences between New Zealand law and Islamic law.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 121 or 121G

*Restriction:* LAW 455

**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 201, 211, 231, 241

*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.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 472, 777, LAWPUBL 702

**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 201, 211, 231, 241, 301

**LAWGENRL 445 10 Points**  
**Special Topic**

**LAWGENRL 446 10 Points**  
**Special Topic**



**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

*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 201, 211, 231, 241

*Restriction:* LAW 468

**Postgraduate 700 Level Courses****LAWGENRL 702****30 Points****Foundations of Human Rights**

A study of the moral and jurisprudential basis for human rights and for their protection through law including a study of the major theories of justice and rights.

**LAWGENRL 711****30 Points****Special Topic****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.

**LAWGENRL 713****30 Points****Special Topic****LAWGENRL 714****30 Points****Special Topic****LAWGENRL 715****30 Points****Special Topic****LAWGENRL 716****15 Points****Special Topic****LAWGENRL 717****15 Points****Special Topic****LAWGENRL 718****15 Points****Special Topic****Law Honours****Postgraduate 700 Level Courses****LAWHONS 706A****10 Points****LAWHONS 706B****10 Points****Criminal Law and Policy**

An in-depth analysis of current issues in substantive and procedural criminal law including: the role and function of forensic experts, developments in criminal law, criminal justice theory and criminal law reform.

*Restriction:* LAW 346

*To complete this course students must enrol in LAWHONS 706 A and B*

**LAWHONS 716A****10 Points****LAWHONS 716B****10 Points****Legal History**

Historical analysis of problems currently facing the law in Aotearoa New Zealand with reference to both English sources and indigenous developments.

*Restriction:* LAW 356

*To complete this course students must enrol in LAWHONS 716 A and B*

**LAWHONS 720A****10 Points****LAWHONS 720B****10 Points****Maritime Law**

A study of the law governing ships including: the ownership of and property in ships, charter parties, ship mortgages, law of carriage, shipboard crimes and torts, the law of collision, salvage, wrecks, the admiralty jurisdiction of the courts, national shipping laws, the international regulatory framework, the conflict of laws rules applicable to admiralty disputes and marine insurance.

*Restriction:* LAW 360

*To complete this course students must enrol in LAWHONS 720 A and B*

**LAWHONS 721A****10 Points****LAWHONS 721B****10 Points****Media Law**

Topics on the law governing the media and journalists including: defamation, contempt of court, breach of confidence, privacy, the broadcasting legislation, censorship and copyright.

*Restriction:* LAW 361

*To complete this course students must enrol in LAWHONS 721 A and B*

**LAWHONS 722A****10 Points****LAWHONS 722B****10 Points****Medico-legal Problems**

Selected studies in the relationship between law and medicine including: the purchase and provision of health services, the relationship between health providers and consumers, professional accountability, codes of rights, legal and ethical issues at the start and end of life, and biomedical research.

*Restriction:* LAW 362

*To complete this course students must enrol in LAWHONS 722 A and B*

**LAWHONS 728A****10 Points****LAWHONS 728B****10 Points****Studies in Public Law**

Advanced studies in respect of the principles and workings of the New Zealand constitution, the powers, privileges and immunities of the three branches of government, the exercise and control of government power and the relationship between the individual



and the state (including the position of Māori under the Treaty of Waitangi).

*Restriction: LAW 368, 403, 404*

*To complete this course students must enrol in LAWHONS 728 A and B*

**LAWHONS 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

#### Special Topic

*Restriction: LAW 384*

*To complete this course students must enrol in LAWHONS 734 A and B*

**LAWHONS 735A** 10 Points

**LAWHONS 735B** 10 Points

#### Special Topic

*Restriction: LAW 385*

*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

#### Special Topic

*To complete this course students must enrol in LAWHONS 738 A and B*

**LAWHONS 739A** 10 Points

**LAWHONS 739B** 10 Points

#### Special Topic

*To complete this course students must enrol in LAWHONS 739 A and B*

**LAWHONS 740A** 10 Points

**LAWHONS 740B** 10 Points

#### Special Topic

*To complete this course students must enrol in LAWHONS 740 A and B*

**LAWHONS 741A**

10 Points

**LAWHONS 741B**

10 Points

#### Special Topic

*To complete this course students must enrol in LAWHONS 741 A and B*

**LAWHONS 742A**

10 Points

**LAWHONS 742B**

10 Points

#### Special Topic

*To complete this course students must enrol in LAWHONS 742 A and B*

**LAWHONS 743A**

10 Points

**LAWHONS 743B**

10 Points

#### Special Topic

*To complete this course students must enrol in LAWHONS 743 A and B*

**LAWHONS 744**

20 Points

#### Special Topic

To be approved by the Dean of Faculty of Law.

**LAWHONS 745**

20 Points

#### Special Topic

To be approved by the Dean of Faculty of Law.

**LAWHONS 789**

40 Points

#### Dissertation

A dissertation of approximately 18,000 words resulting from original research of the student, having the scope, and depth of research, of a competent law review article. The topic of the dissertation needs the approval of the Dean of Faculty of Law.

*Restriction: LAW 789*

### Law Public

#### Stage IV

**LAWPUBL 401**

20 Points

#### Administrative Law

A study of the general principles of judicial review of administrative action, including the ultra vires principle, the substantive and procedural restraints on the exercise of public power, and the remedies available for breach of these principles.

*Prerequisite: LAW 201, 211, 231, 241*

*Restriction: LAW 402, 440, LAWPUBL 426*

**LAWPUBL 402**

20 Points

#### International Law

An introduction to the basic principles and nature of public international law and its role in contemporary society including an overview of the current legal framework, the sources of international law, the law of treaties, issues surrounding international personality, international dispute resolution and the use of force.

*Prerequisite: LAW 201, 211, 231, 241*

*Restriction: LAW 435*

**LAWPUBL 403**

20 Points

#### Special Topic

**LAWPUBL 404**

20 Points

#### Special Topic

**LAWPUBL 420**

15 Points

#### Advanced Criminal Law

An in-depth examination of the criminal trial and certain aspects of the sentencing process; the limits of the adversarial process as a mechanism for advancing 'justice'; the role of the Crown, the trial judge, defence counsel and important witnesses. Topics include:

the role of the Crown; the abuse of process doctrine; the trial judge's ability to act as a party; ethical obligations of the defence, victims rights at trial and at sentencing; complainants in sexual assault trials; child witnesses.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 425 or LAWGENRL 401

*Restriction:* LAW 406

#### **LAWPUBL 421 15 Points**

##### **Advanced International Law**

Advanced studies in selected areas of the law of nations; a critical analysis of existing and developing international law, and consideration of the relationship between law, economics, politics and international diplomacy.

*Prerequisite:* LAW 435 or LAWPUBL 402

*Restriction:* LAW 408

#### **LAWPUBL 422 15 Points**

##### **Contemporary Tiriti/Treaty Issues**

Contemporary legal issues arising under Te Tiriti o Waitangi.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 421

#### **LAWPUBL 423 15 Points**

##### **Criminology**

The study of major theories of criminology; the definition, nature and causes of criminal behaviour; the administration of criminal justice; and the interrelation of specific crimes and the criminal justice system.

*Prerequisite:* LAW 201, 211, 231, 241, or 121G and either CRIM 201 or 202

*Restriction:* LAW 363, 423, LAWHONS 723

#### **LAWPUBL 424 15 Points**

##### **Immigration and Refugee Law**

A consideration of the basic features of the Immigration Act 1987 with emphasis on the role of administrative law in the immigration field, an introduction to the law of refugee status, and the jurisprudence of the New Zealand Refugee Status Appeals Authority.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 428

#### **LAWPUBL 425 15 Points**

##### **Employment Law**

A study of the common law individual contract of employment and the mutual duties implied therein; the statutory system and the collective agreement under the Employment Relations Act and its predecessors; the impact on industrial law of specific statutory reforms such as the Human Rights Act, the Health and Safety in Employment Act, and the Parental Leave legislation; and analysis of strikes and lockouts, both as common law torts and as events subject to statutory control.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 430

#### **LAWPUBL 426 15 Points**

##### **Judicial Review**

A study of the general principles of judicial review of administrative action, and remedies available for breach of those principles.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 402, 440, LAWPUBL 401

#### **LAWPUBL 427 15 Points**

##### **Māori Land Law**

Customary Māori land tenure and legal issues arising under Te Ture Whenua Māori Act 1993.

*Prerequisite:* LAW 201, 211, 231, 241

*Corequisite:* LAW 301

*Restriction:* LAW 359, 444, LAWHONS 719

#### **LAWPUBL 428 15 Points**

##### **Rights and Freedoms**

The legal modes for protection of civil rights including study of the New Zealand Bill of Rights Act 1990, the Human Rights Act 1993, freedom of speech and religion, criminal procedural rights, equality and the prohibited grounds of discrimination.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 342, 452, LAWHONS 702

#### **LAWPUBL 429 15 Points**

##### **Law and Policy**

An introduction to different theoretical perspectives on the role of the State and the policy-making process; the policy-making process and the techniques for analysing policy; the process, substance and effects of key policy changes since 1984.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 480

#### **LAWPUBL 430 15 Points**

##### **Criminal Procedure**

The rules governing the conduct of criminal trials and the investigation of crime. Changes to criminal procedure brought about by judicial interpretation of the New Zealand Bill of Rights Act 1990. Selected topics which may include: search and seizure, name suppression, right to counsel, exclusion of evidence, bail, juries, trial delay.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 482

#### **LAWPUBL 431 15 Points**

##### **Advanced Public Law**

Advanced studies in selected areas of Public Law.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 483

#### **LAWPUBL 432 15 Points**

##### **International Economic Regulation**

The growing array of trade and investment, or economic integration, agreements at the multilateral, regional and bilateral levels. Core concepts, theories, institutions and rules from the perspective of public international law, as well as the realpolitik of trade negotiations.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 485

#### **LAWPUBL 433 15 Points**

##### **Statute Law**

A study of the nature, making and interpretation of statutes. Topics that may be covered include: the history of statutes and their interpretation, the preparation and passing of statutes, the causes of problems of statutory interpretation and their rational resolution, the role of rules of interpretation, including interpretive provisions in Human Rights statutes, and the relationship of statutory interpretation to other developed areas of the law, such as the administrative law control of statutory powers and the availability of criminal defences.

*Prerequisite:* LAW 201, 211, 231, 241

*Restriction:* LAW 488

<b>LAWPUBL 434</b> <b>International Criminal Law</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Corequisite:</i> LAW 435 or LAWPUBL 402 <i>Restriction:</i> LAW 489	<b>15 Points</b>	<b>LAWPUBL 443</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWPUBL 435</b> <b>Law of the Sea and Antarctica</b> A foundational study of the Law of the Sea and the law relating to Antarctica, with specialised work on contemporary legal and policy issues. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 494	<b>15 Points</b>	<b>LAWPUBL 444</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWPUBL 436</b> <b>International Human Rights</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 496	<b>15 Points</b>	<b>LAWPUBL 445</b> <b>European Union Law</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 424	<b>15 Points</b>
<b>LAWPUBL 438</b> <b>European Public Law</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 498	<b>15 Points</b>	<b>LAWPUBL 450</b> <b>Public Authority Liability</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 466	<b>10 Points</b>
<b>LAWPUBL 439</b> <b>The Geopolitics of International Law</b> An examination of the colonial origins of underdevelopment; historical inequity; the colonial origins of international law, and its role in subordinating native inhabitants; case studies, including human rights, intellectual property rights, military interventions, food politics, the world trading system. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 495	<b>15 Points</b>	<b>LAWPUBL 451</b> <b>Counterterrorism Law and Policy</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 467	<b>10 Points</b>
<b>LAWPUBL 440</b> <b>The Politics of Intellectual Property</b> A study of the new regimes of trade that are expanding the privatisation of more areas of human life and the drive to develop new IPRs that recognise more areas of human effort, in the context of neoliberal economics and informational capitalism. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Corequisite:</i> LAW 432 or LAWCOMM 404	<b>15 Points</b>	<b>LAWPUBL 452</b> <b>Law of Armed Conflict</b> The legal rules governing the conduct of hostilities; historical and contemporary operation; associated issues, including treaties and UN peace operations. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Corequisite:</i> LAW 435 or LAWPUBL 402 <i>Restriction:</i> LAW 473	<b>10 Points</b>
<b>LAWPUBL 441</b> <b>Special Topic</b>	<b>15 Points</b>	<b>LAWPUBL 453</b> <b>Privacy Law</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 474, 483	<b>10 Points</b>
<b>LAWPUBL 442</b> <b>Special Topic</b>	<b>15 Points</b>	<b>LAWPUBL 454</b> <b>International Disputes Settlement</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Corequisite:</i> LAW 435 or LAWPUBL 402	<b>10 Points</b>



<b>LAWPUBL 455</b> <b>Special Topic</b>	<b>10 Points</b>
<b>LAWPUBL 456</b> <b>Special Topic</b>	<b>10 Points</b>
<b>LAWPUBL 457</b> <b>Advanced Employment Law</b> 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. <i>Prerequisite:</i> LAW 201, 211, 231, 241, 430 or LAWPUBL 425 <i>Restriction:</i> LAW 460	<b>10 Points</b>
<b>LAWPUBL 458</b> <b>Comparative Indigenous Law Topics</b> Study of law and legal issues affecting indigenous peoples in various jurisdictions. <i>Prerequisite:</i> LAW 201, 211, 231, 241 <i>Restriction:</i> LAW 463	<b>10 Points</b>
<b>Postgraduate 700 Level Courses</b>	
<b>LAWPUBL 701</b> <b>Administrative Law</b> Advanced study of the principles of administrative law, comprising judicial review of administrative action and other mechanisms of accountability with emphasis on theoretical advances in the area, recent developments, and a comparative common law perspective.	<b>30 Points</b>
<b>LAWPUBL 702</b> <b>Common Law Theory and Practice</b> The history, nature and evolution of the Common Law; common law legal reasoning; the interaction of case law and legislation in a common law system.	<b>30 Points</b>
<b>LAWPUBL 703</b> <b>Comparative Law</b> Analysis of selected topics to compare New Zealand law and common law with other legal systems such as civil law, and indigenous and religious legal systems.	<b>30 Points</b>
<b>LAWPUBL 705</b> <b>Criminal Law and Policy</b> 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. <i>Restriction:</i> LAW 715	<b>30 Points</b>
<b>LAWPUBL 707</b> <b>Employment Law</b> Selected and comparative studies in employment law. <i>Restriction:</i> LAW 725	<b>30 Points</b>
<b>LAWPUBL 708</b> <b>Family Law</b> Advanced studies in the law relating to husband and wife, parent and child, and family relationships generally.	<b>30 Points</b>
<b>LAWPUBL 713</b> <b>International Family Law</b> Study of the principles and practice of Family Law that transcend national boundaries.	<b>30 Points</b>
<b>LAWPUBL 714</b> <b>Internationalisation of Domestic Law</b> The impact of international law and international	<b>30 Points</b>

legal instruments on domestic law in New Zealand and other common law jurisdictions.  
*Restriction:* LAW 778

**LAWPUBL 715** **30 Points**  
**Law and Economic Regulation**

Legal aspects of the process of economic regulation from both a conceptual and comparative perspective. Covers the differing approaches taken to economic regulation, the relationship of regulatory techniques to principles of competition law and administrative law, and the approaches adopted in this area in the United States, United Kingdom and in the European Union. Aspects of the distinctive New Zealand approach to economic regulation in areas such as telecommunications, power and energy, state owned enterprises and recent deregulatory initiatives are examined in detail.

**LAWPUBL 720** **30 Points**  
**Local Government Law**

The law relating to the structure, powers and service delivery functions of local government including: the history of local government, reorganisation schemes, powers and administrative principles, civil liability, elections, council procedures, staff employment, works contracts, financial accountability, land valuation, rating systems, environmental functions and bylaws. Consideration of related public bodies, eg. education and health authorities.

**LAWPUBL 725** **30 Points**  
**Privacy Law**

The law governing data surveillance and techniques of social control through the use of information technology, privacy aspects of the prevention of credit and insurance fraud, criminal investigation and the balance between individual rights and commercial and/or public interests.

**LAWPUBL 726** **30 Points**  
**Public International Law**

The principles of international law and their application to municipal law.

**LAWPUBL 732** **30 Points**  
**Comparative Indigenous Rights Law**

Study of the nature and legal protection of the rights of indigenous persons and groups in international and comparative perspective, including rights to self-government, cultural, religious and linguistic rights.

**LAWPUBL 736** **30 Points**  
**Human Rights Litigation**

Study of international conventions and customary international law on human rights, including: free speech, exercise of religion, privacy and non-discrimination, enforcement mechanisms, human rights theories in international law, third generation human rights including rights to development and a functioning environment, and the recognition of these in international law.

**LAWPUBL 741** **30 Points**  
**Special Topic**

**LAWPUBL 742** **30 Points**  
**Fundamental Principles of Criminal Law**

Advanced study of the scope and application of fundamental principles in criminal liability.



<b>LAWPUBL 743</b> <b>International Criminal Law</b>	<b>30 Points</b>
Examines the evolution of international criminal law, from the Nuremberg and Tokyo Tribunals to the new International Criminal Court. Topics include the nature and sources of international criminal law, jurisdiction, individual and state responsibility, substantive crimes and defences, and alternatives to criminal trials such as truth commissions and amnesties.	
<b>LAWPUBL 744</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 745</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 746</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWPUBL 747</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWPUBL 748</b> <b>Special Topic</b>	<b>15 Points</b>
<b>LAWPUBL 749</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 750</b> <b>Regulation of Healthcare</b>	<b>30 Points</b>
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 Consumer Rights and the HDC complaint system, professional discipline, and the role of the Human Rights Review Tribunal.	
<b>LAWPUBL 751</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 752</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 753</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 754</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 755</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 756</b> <b>Crown and State Liability</b>	<b>30 Points</b>
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.	
<b>LAWPUBL 757</b> <b>Special Topic</b>	<b>30 Points</b>
<b>LAWPUBL 758</b> <b>Special Topic</b>	<b>30 Points</b>

## Faculty of Medical and Health Sciences

### Audiology

#### Postgraduate 700 Level Courses

<b>AUDIOL 701</b> <b>Auditory Neuroscience</b>	<b>15 Points</b>
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.	
<b>AUDIOL 702</b> <b>Basic Diagnostic Audiology</b>	<b>15 Points</b>
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.	
<b>AUDIOL 704</b> <b>Central Auditory Function</b>	<b>15 Points</b>
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.	
<b>AUDIOL 713</b> <b>Clinical Otolaryngology and Related Sciences</b>	<b>15 Points</b>
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.	
<b>AUDIOL 714</b> <b>Hearing Aids and Other Devices for the Hearing Impaired</b>	<b>15 Points</b>
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.	
<b>AUDIOL 715</b> <b>Physics and Acoustics for Audiology</b>	<b>15 Points</b>
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.	
<b>AUDIOL 716A</b>	<b>15 Points</b>
<b>AUDIOL 716B</b>	<b>15 Points</b>
<b>Clinical Practicum I</b>	
Introduces the clinical practice of Audiology. Topics include communication skills; ethics; cultural issues;	

and the clinical practice of audiology, including counselling, understanding the effects of aging, tinnitus and hyperacusis management. Students will obtain the skills and knowledge to take a clinical history and to perform a basic audiometric assessment of adults and children. Particular emphasis is placed on critical evaluation and independent learning. Involves clinical work including a nine week practicum during the summer semester between Part I and Part II.

*To complete this course students must enrol in AUDIOL 716 A and B*

**AUDIOL 718A** 15 Points

**AUDIOL 718B** 15 Points

#### **Clinical Practicum II**

The advanced clinical practice of audiology with particular emphasis on paediatric audiology and case management of children and adults. Topics include assessment of hearing in the paediatric population, including clinical electrophysiology, development of speech, auditory processing disorders and management of hearing loss in children. Particular emphasis is placed on critical evaluation and independent learning. The course involves substantial clinical work.

*Prerequisite: AUDIOL 716*

*To complete this course students must enrol in AUDIOL 718 A and B*

**AUDIOL 796A** 45 Points

**AUDIOL 796B** 45 Points

#### **Thesis**

*To complete this course students must enrol in AUDIOL 796 A and B*

## **Clinical Education**

### **Postgraduate 700 Level Courses**

**CLINED 703** 15 Points

#### **Learning in Small Groups**

Explores how clinicians operate as members and leaders of groups, and the conditions underlying effective group function both in education and the workplace.

**CLINED 705** 15 Points

#### **Simulation and Clinical Skills Teaching**

Theory and practice around the use of simulators in clinical education. Addresses underlying theory, research, course design, acquisition of clinical skills, scenario-based learning, scenario design, simulator programming, and feedback after simulated performance.

**CLINED 706** 15 Points

#### **Interprofessional Learning in the Health Professions**

Explores and evaluates the evidence base on interprofessional learning in the health professions. Evaluates the role of interprofessional learning in building effective healthcare teams.

**CLINED 707** 15 Points

#### **Current Trends in Clinical Education**

Supervised research on current trends approved by the Head of the Centre for Medical and Health Sciences Education.

**CLINED 708** 15 Points

#### **Advanced Studies in the Assessment of Health Professionals**

Supervised research on an assessment topic approved

by the Head of the Centre for Medical and Health Sciences Education.

**CLINED 709** 15 Points

#### **Advanced Studies in Evaluation**

Supervised research on an evaluation topic approved by the Head of the Centre for Medical and Health Sciences Education.

**CLINED 710** 15 Points

#### **Special Studies**

Independent study on a topic approved by the Head of the Centre for Medical and Health Sciences Education.

**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 714** 15 Points

#### **Research Methods in Clinical Education**

Theories of qualitative and quantitative research methodologies, particularly applied in clinical education, will be explored. Upon completion of the course students will be equipped with the knowledge and skills to understand, evaluate and conduct educational research, particularly within the health and medical professions disciplines and clinical contexts.

*Restriction: NURSING 768, POPLHLTH 701*

**CLINED 715** 30 Points

#### **Clinical Teaching**

Examines the conceptual frameworks for learning in a clinical setting. The course will explore learning theory as it relates to the clinical experience, programme design, learner preparation, practical skills in enhancing learning in the clinical setting, and translation of theoretical knowledge into clinical practice.

*Restriction: CLINED 701, NURSING 709*

**CLINED 716** 30 Points

#### **Assessing Clinical Performance**

Examines the purpose, criteria, methods, scoring methods and examiner training for a range of assessments of health professionals, with a focus on ensuring competence to practice. This will include concepts of reliability and validity, standard setting as well as advanced techniques to compare and effectively implement different types of clinical assessments.

*Restriction: CLINED 704*

<b>CLINED 717</b> <b>Special Topic</b>	<b>15 Points</b>
<b>CLINED 718</b> <b>Special Topic</b>	<b>15 Points</b>
<b>CLINED 790</b>	<b>60 Points</b>
<b>CLINED 790A</b>	<b>30 Points</b>
<b>CLINED 790B</b> <b>Dissertation</b>	<b>30 Points</b>
<i>Corequisite: CLINED 714 or equivalent experience</i> <i>To complete this course students must enrol in CLINED 790 A and B, or CLINED 790</i>	
<b>CLINED 793A</b>	<b>45 Points</b>
<b>CLINED 793B</b> <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>Prerequisite: CLINED 714 or equivalent experience</i> <i>To complete this course students must enrol in CLINED 793 A and B</i>	
<b>CLINED 796A</b>	<b>60 Points</b>
<b>CLINED 796B</b> <b>Thesis</b>	<b>60 Points</b>
<i>Prerequisite: CLINED 714 or equivalent experience</i> <i>To complete this course students must enrol in CLINED 796 A and B</i>	
<b>CLINED 797A</b>	<b>60 Points</b>
<b>CLINED 797B</b> <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>Prerequisite: CLINED 714 or equivalent experience</i> <i>To complete this course students must enrol in CLINED 797 A and B</i>	

## Clinical Imaging

### Postgraduate 700 Level Courses

<b>CLINIMAG 701</b> <b>MRI Clinical Practice I</b>	<b>15 Points</b>
Addresses normal and abnormal MR imaging appearances, protocol selection and development, and includes reflection on clinical practice relating to neurological and musculoskeletal systems. The course will enable students to develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in both academic and professional capability in MRI practice. <i>Prerequisite: MEDIMAGE 703</i>	
<b>CLINIMAG 702</b> <b>MRI Clinical Practice II</b>	<b>15 Points</b>
Addresses normal and abnormal MR imaging appearances, protocol selection and development, and includes reflection on clinical practice relating to the thorax, abdomen, pelvis and vascular system. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in both academic and professional capability in MRI practice. <i>Prerequisite: CLINIMAG 701, MEDIMAGE 703</i>	

<b>CLINIMAG 703</b> <b>Ultrasound Clinical Practice I</b>	<b>15 Points</b>
Addresses normal and abnormal ultrasound imaging appearances, development and adaptation of scanning techniques, and includes reflection on clinical practice relating to gynaecology and obstetrics. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in academic and professional ultrasound practice. <i>Prerequisite: MEDIMAGE 705</i>	
<b>CLINIMAG 704</b> <b>Ultrasound Clinical Practice II</b>	<b>15 Points</b>
Addresses normal and abnormal ultrasound imaging appearances, development and adaptation of scanning techniques, and includes reflection on clinical practice relating to the abdomen, musculoskeletal system and small parts. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in academic and professional ultrasound practice. <i>Prerequisite: CLINIMAG 703, MEDIMAGE 705</i>	
<b>CLINIMAG 705</b> <b>Nuclear Medicine Clinical Practice I</b>	<b>15 Points</b>
Addresses normal and altered radiopharmaceutical biodistribution imaging appearances, protocol selection and development, and includes reflection on clinical practice relating to the skeletal, respiratory, genitourinary and gastro-intestinal systems. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in academic and professional nuclear medicine practice. <i>Prerequisite: MEDIMAGE 708</i>	
<b>CLINIMAG 706</b> <b>Nuclear Medicine Clinical Practice II</b>	<b>15 Points</b>
Addresses normal and altered radiopharmaceutical biodistribution imaging appearances, protocol selection and development, and includes reflection on clinical practice relating to the cardio-vascular, hepato-biliary, central nervous and endocrine systems. The course will ensure students develop the knowledge, competencies, skills and attitudes needed to demonstrate mastery in academic and professional nuclear medicine practice. <i>Prerequisite: CLINIMAG 705, MEDIMAGE 708</i>	
<b>CLINIMAG 707</b> <b>CT Clinical Practice</b>	<b>15 Points</b>
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. <i>Prerequisite: MEDIMAGE 710</i>	
<b>CLINIMAG 708</b> <b>Mammographic Clinical Practice</b>	<b>15 Points</b>
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. <i>Prerequisite: MEDIMAGE 707</i>	
<b>CLINIMAG 709</b> <b>Special Topic</b>	<b>15 Points</b>



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## Dietetics

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### Postgraduate 700 Level Courses

<b>DIETETIC 701A</b>	<b>30 Points</b>
<b>DIETETIC 701B</b>	<b>30 Points</b>
<b>Professional Skills 1</b>	

Develops professional communication and organisation/management skills that will enable students to work effectively as dietitians. Introduces the dietetic process as it applies to clinical practice, including assessment, planning, implementation and evaluation of nutrition and dietetic interventions, and introduces the principles of food service management ranging from food safety and hygiene to the development of menus for therapeutic diets. Includes practical placement in the domains of applied nutrition, public health and food service management in part fulfilment of the professional course accreditation requirements of the New Zealand Dietitians Board.

*Corequisite: DIETETIC 703*

*To complete this course students must enrol in DIETETIC 701 A and B*

<b>DIETETIC 702A</b>	<b>7.5 Points</b>
<b>DIETETIC 702B</b>	<b>7.5 Points</b>
<b>Professional Skills 2</b>	

Further develops professional communication and organisation/management skills that will enable students to work effectively as dietitians. Reviews and explores the dietetic process as it applies to clinical practice, including assessment, planning, implementation and evaluation of nutrition and dietetic interventions. Includes practical placement in the domains of applied nutrition, and public health for part fulfilment of the professional course accreditation requirements of the New Zealand Dietitians Board.

*Prerequisite: DIETETIC 701*

*To complete this course students must enrol in DIETETIC 702 A and B*

<b>DIETETIC 703</b>	<b>15 Points</b>
<b>Advanced Clinical Nutrition</b>	

Provides the basis for professional application of nutrition knowledge to professional nutrition and dietetic scenarios. Includes the role and function of food and nutrients in the various physiological states during the lifecycle, at the level of individual body systems and in human growth, development and performance. Includes study and skill development in nutritional assessment and body composition assessment relevant to individual and population based nutrition and dietetic practice. Key content areas include dietary assessment, anthropometry, laboratory and clinical methods.

<b>DIETETIC 793A</b>	<b>45 Points</b>
<b>DIETETIC 793B</b>	<b>45 Points</b>
<b>Thesis</b>	

*Prerequisite: DIETETIC 701, 703*

*To complete this course students must enrol in DIETETIC 793 A and B*

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## Health Informatics

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### Postgraduate 700 Level Courses

<b>HLTHINFO 722</b>	<b>15 Points</b>
<b>Special Topic</b>	

<b>HLTHINFO 723</b>	<b>15 Points</b>
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### 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*

<b>HLTHINFO 724</b>	<b>15 Points</b>
<b>Special Topic</b>	

<b>HLTHINFO 728</b>	<b>15 Points</b>
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### 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*

<b>HLTHINFO 730</b>	<b>15 Points</b>
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### 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*

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## Health Management

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### Postgraduate 700 Level Courses

<b>HLTHMGT 791</b>	<b>60 Points</b>
<b>HLTHMGT 791A</b>	<b>30 Points</b>
<b>HLTHMGT 791B</b>	<b>30 Points</b>
<b>Dissertation</b>	

A topic related to health management or organisation.

*To complete this course students must enrol in HLTHMGT 791 A and B, or HLTHMGT 791*

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## Health Psychology

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### Stage I

<b>HLTHPSYC 122</b>	<b>15 Points</b>
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### 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*

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### Postgraduate 700 Level Courses

<b>HLTHPSYC 714</b>	<b>15 Points</b>
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### Health Psychology

A review of the psychological factors involved in health and illness. Topics include: the understanding of patient behaviour in medical settings, preventative health behaviour, cognitive models of illness, stress and illness, communication and adherence to treatment, the psychology of physical symptoms and coping with chronic disease.



- HLTHPSYC 715** **15 Points**  
**Research Methods in Health Psychology**  
 A review of the principal methods used in the design, conduct and analysis of studies in the health psychology area. This will focus on quantitative research, but qualitative methodologies will also be addressed.
- HLTHPSYC 716** **15 Points**  
**Psychoneuroimmunology**  
 Outlines the nature of the human immune system, its measurement and limitations of current practices and models. The main focus of the course is the extent to which psychological processes such as stress, emotions, and social interactions have been found to influence immune behaviour and the implications of these findings for health and wellbeing. Various theoretical frameworks through which psycho-immune relationships might be understood are presented and discussed.
- HLTHPSYC 717** **15 Points**  
**Emotions, Emotion Regulation, and Health**  
 Extends content knowledge in health psychology by focussing on the expanding literature linking emotions and emotion regulation with health outcomes. The course provides an overview of the nature and functions of emotions, discrete versus dimensional approaches, developmental and cultural considerations, and the links between emotions and cognitive processes. Specific topics include direct and indirect pathways linking emotions and health, links between emotions and health-deleterious behaviours, symptom detection, screening behaviour, treatment decision-making, and adherence.
- HLTHPSYC 718** **15 Points**  
**Psychophysiology and Health**  
 Describes general psychophysiological methodology including the measurement, analysis and interpretation of physiological data. Topics include physiological responses to stress including heart rate, blood pressure, heart rate variability, cortisol and the startle response. This course takes a multi-systems approach to exploring health and affords the opportunity to view behavioural, physiological and neuroendocrine responses to stress.
- HLTHPSYC 719** **15 Points**  
**Health Psychology Assessment**  
 Extends content knowledge in health psychology through the development of skills in the assessment and evaluation of constructs commonly used in health psychological research and practice. Includes consideration of general issues in psychometric theory and the specific assessment issues commonly confronting widely-used health psychological research designs, as well as detailed coverage of specific content areas including illness cognitions, health-related psychophysiology, emotions, and health outcomes.  
*Restriction: PSYCH 701, 747*
- HLTHPSYC 720** **15 Points**  
**Health Psychology Interventions**  
 Reviews the underpinning theory base for approaches commonly used in health psychology interventions such as CBT, and applies these approaches to examples from the field of health psychology. Individual and group/community treatment targets will be considered, including common difficulties that impact on disease occurrence or management, and the psychological consequences of disease.  
*Restriction: PSYCH 701, 748*
- HLTHPSYC 742A** **15 Points**  
**HLTHPSYC 742B** **15 Points**  
**Professional Practice in Health Psychology**  
 Focuses on the professional intervention skills necessary to practice health psychology. Topics include: interviewing and assessment skills, formulation of problems, design and evaluation of interventions and models for interdisciplinary and multidisciplinary functioning. Relevant contexts include: hospitals, hospices, consultancies, general practice etc.  
*Prerequisite: HLTHPSYC 746*  
*To complete this course students must enrol in HLTHPSYC 742 A and B*
- HLTHPSYC 743** **15 Points**  
**Psychopathology and Clinical Interviewing**  
 Common psychological disorders encountered in clinical practice and health settings. Practical teaching of clinical interview and diagnostic skills is completed in class.
- HLTHPSYC 744** **15 Points**  
**Research Topic in Health Psychology**  
 Offers the opportunity for academic staff to provide a specific course of study for one or several students. It is available only by arrangement between the staff member(s) and students.
- HLTHPSYC 745A** **45 Points**  
**HLTHPSYC 745B** **45 Points**  
**Practicum in Health Psychology**  
 A practical component of supervised applied work of not less than 1,500 hours in approved health settings, and other work as required. A detailed written report of the work undertaken will be required of the student.  
*Prerequisite: HLTHPSYC 746*  
*To complete this course students must enrol in HLTHPSYC 745 A and B*
- HLTHPSYC 746** **30 Points**  
**Pre-internship Placement**  
 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.
- HLTHPSYC 757** **15 Points**  
**Psychosomatic Processes**  
 Focuses on the psychological, social and biological mechanisms behind illnesses that present with medically unexplained symptoms. Such illnesses include: chronic fatigue syndrome, chronic pain, irritable bowel syndrome and the somatoform disorders. The diagnostic controversy surrounding these disorders and treatment approaches for these conditions will be addressed.
- HLTHPSYC 758** **15 Points**  
**Special Topic in Health Psychology**
- HLTHPSYC 796A** **60 Points**  
**HLTHPSYC 796B** **60 Points**  
**Thesis in Health Psychology**  
*To complete this course students must enrol in HLTHPSYC 796 A and B*

## Health Sciences

### Diploma Courses

#### HLTHSCI 600 15 Points Research Essay

A substantial supervised essay centred in a culture of practice and written on a topic approved by the Director of the Graduate Diploma in Health Sciences Programme. The student is required to demonstrate mastery of the relevant subject matter; to evaluate the findings and discussions in the literature; to research, analyse and argue from evidence; to apply the knowledge gained; and to engage in rigorous intellectual analysis.

### Postgraduate 700 Level Courses

#### HLTHSCI 790 60 Points

#### HLTHSCI 790A 30 Points

#### HLTHSCI 790B 30 Points Dissertation

*Restriction: HLTHSCI 792*

*To complete this course students must enrol in HLTHSCI 790 A and B, or HLTHSCI 790*

#### HLTHSCI 793A 45 Points

#### HLTHSCI 793B 45 Points

#### Research Portfolio

Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.

*To complete this course students must enrol in HLTHSCI 793 A and B*

#### HLTHSCI 796A 60 Points

#### HLTHSCI 796B 60 Points

#### Thesis

*To complete this course students must enrol in HLTHSCI 796 A and B*

#### HLTHSCI 797A 60 Points

#### HLTHSCI 797B 60 Points

#### Research Portfolio

Supervised research that represents the personal scholarly work of a student based on a coherent area of inquiry. Culminates in a conclusive piece of work related to a specific area of specialisation or scope of practice.

*To complete this course students must enrol in HLTHSCI 797 A and B*

## Māori Health

### Foundation Courses

#### MĀORIHTH 10H 15 Points Introduction to Human Biology

An introduction to human biology through a study of the structure and function of mammalian organ systems with special reference to humans. Topics of particular focus include: skin and derivatives, digestive, nervous, reproductive, bone, muscle and circulatory systems. This course also exposes students to learning in a laboratory environment with a strong focus on microscope work and dissection.

#### MĀORIHTH 11H 15 Points

#### Introduction to Physical Sciences for Health

Covers the basic physico-chemical principles and concepts relevant to an understanding of biological systems.

#### MĀORIHTH 12H 15 Points

#### Introduction to Population Health

A focus on factors that affect the health of whole populations or groups. Uses a population perspective to help understand patterns of health and well-being, whether some groups of people are healthier than others, and why. Introduces population health concepts and approaches, including models for understanding health, systems of explanations for health inequalities and inequities, social determinants of health, aspects of healthcare systems, and fundamental elements of epidemiology.

#### MĀORIHTH 13H 15 Points

#### Introduction to Māori Health

Introduces health issues important to Māori within Aotearoa New Zealand. Topics include Māori models of health, structure of the Māori population, health status of Māori, Māori rights as Tangata Whenua, similarities and differences with Pacific peoples, determinants that lead to health inequalities, differences in access to and through healthcare and interventions to address Māori health needs. Aspects of Māori tikanga and Pacific culture will also be studied.

#### MĀORIHTH 14H 15 Points

#### Introduction to Pacific Health

Introduces health issues important to Pacific peoples within Aotearoa New Zealand. Topics include Pacific models of health, structure of the Pacific population, health status of Pacific peoples, similarities and differences between Pacific peoples and Māori, determinants that lead to health inequalities, differences in access to and through healthcare and interventions to address Pacific health needs. Aspects of Pacific culture and Māori tikanga will also be studied.

#### MĀORIHTH 15H 15 Points

#### Introduction to Chemistry

Fundamentals of chemistry are explored with a view to enhancing appreciation of the chemical nature of the world around us as well as providing the foundation for further study in chemistry. Special attention is paid to familiarisation with the language of chemistry and the chemist's perspective of the properties of matter and its transformations.

#### MĀORIHTH 16H 15 Points

#### Introduction to Physics

An introduction to physics relevant to biological systems, including examples and illustrations that revolve around biological systems. Topics include mechanics, optics, waves, radiation and electricity. Mathematical knowledge of measuring, notation, functions, equations, exponential growth/decay and logarithms is required for the course.

#### MĀORIHTH 18H 15 Points

#### Foundation Studies in Medical and Health Sciences

Assists in preparing students for Stage I courses in the medical and health science fields. Special attention is paid to topics not covered in other CertHSc courses including Chemistry, Biology for Biomedical Science and Population Health.

**MĀORIHTH 19H 15 Points****Academic and Professional Development**

Presents the study and writing skills required to complete the Certificate in Health Sciences and in preparation for ongoing tertiary study. Topics will be based around Māori and Pacific health workforce development and career planning and will include library and research workshops, study skills for the sciences, academic writing, communication skills, presentation skills, and test/examination techniques.

**MĀORIHTH 20H 15 Points****Introduction to Mathematics for Health**

A mathematical foundation for studies in health sciences to assist students develop mathematical thinking and discipline. Topics covered include measuring, notation, functions, equations, exponential growth/decay, logarithms and statistics. Examples used in the course will revolve around applications of mathematics in the health sciences.

**Stage III****MĀORIHTH 301 15 Points**  
**Māori Health**

Models of health and well-being that are promoted in relation to Māori and non Māori in Aotearoa New Zealand are examined and critiqued. The effect of these models on health outcomes is considered.

*Prerequisite:* POPLHLTH 210

*Restriction:* POPLHLTH 201

**Postgraduate 700 Level Courses****MĀORIHTH 701 15 Points****Foundations of Māori Health**

Provides an overview of the many dimensions of Māori Health. It examines the historical and contemporary determinants of Māori health status, and outlines strategies for improving Māori health in the context of the Treaty of Waitangi, and reducing health inequalities.

*Restriction:* MĀORIHTH 301

**MĀORIHTH 705 15 Points****Māori Health Promotion and Early Intervention**

Discusses the importance of health promotion and early intervention for Māori. Models of health promotion used by different Māori providers will be presented as well as assisting students to design and implement health promotion and interventions which are likely to be effective for Māori individuals, families, and communities.

**MĀORIHTH 706 15 Points****Māori Health: Policy and Practice**

Examines health and social policy in Aotearoa/New Zealand from a Kaupapa Māori perspective, with an emphasis on reorienting policy to advance Māori health and equity. Provides insights into how policy can be applied within a Kaupapa Māori framework in different areas of public health practice.

*Prerequisite:* MĀORIHTH 710

**MĀORIHTH 707 15 Points****Practicum in Māori Health**

Provides the opportunity to develop social assessment and critical analysis skills through the documentation of an approved practicum. Students will be expected to be able to use and demonstrate knowledge of different Māori views, concepts and frameworks. Each student will have supervision and practicum developed appropriate to their learning interests.

**MĀORIHTH 708 15 Points****Special Studies****MĀORIHTH 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:* MĀORIHTH 710 and 15 points from POPLHLTH 701, 702, 767

**MĀORIHTH 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:* MĀORIHTH 301, 701

*Restriction:* MĀORIHTH 702

**MĀORIHTH 711 15 Points****Special Topic****MĀORIHTH 792 60 Points****MĀORIHTH 792A 30 Points****MĀORIHTH 792B 30 Points****Dissertation**

*Restriction:* MPHEALTH 792

*To complete this course students must enrol in MĀORIHTH 792 A and B, or MĀORIHTH 792*

**MĀORIHTH 796A 60 Points****MĀORIHTH 796B 60 Points****Thesis**

*Restriction:* MPHEALTH 796

*To complete this course students must enrol in MĀORIHTH 796 A and B*

**MBChB****Part II**

*Note: MBChB students must complete 120 points in Part I before enrolling in 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 303 15 Points**  
**Reproduction, Development and Aging**

An integrated study of the biology of reproduction, development and endocrinology. Emphasis is placed on understanding the endocrine regulatory mechanisms of the hypothalamic/pituitary/gonadal axis and the control of oogenesis and spermatogenesis, on the endocrinology and physiology of the menstrual cycle and pregnancy, and on the control of growth, development and aging from conception through puberty, menopause and beyond. Throughout there is a strong emphasis on clinical relevance and clinical sessions are an important component of the course.

**MBCHB 305 15 Points**  
**Regulation of Body Function**

An integrated treatment of the regulation of human body function and its modification by drugs. Topics include: the regulation of gastrointestinal function; electrolytes and fluid volume; cardiovascular function; respiration; energy balance and body weight; body temperature; and the physiology of exercise. Clinical problem sessions are an important component and common illnesses are analysed to demonstrate that knowledge of normal function provides a basis for understanding and managing these disorders.

**MBCHB 306 15 Points**  
**Blood, Immunity and Infection**

An integrated and multidisciplinary approach to the normal and abnormal function of the haematopoietic and immune systems, and how bacteria and viruses produce infections. Teaching and learning will be based around clinical examples and will include instruction in relevant examination skills.

**MBCHB 311 15 Points****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, or MBCHB 311*

**MBCHB 312A 15 Points**  
**MBCHB 312B 15 Points****Professional, Clinical and Communication Skills 2**

This builds on the Part II course. There is an emphasis on developing and applying the key professional, clinical and communication skills for medicine in the clinical context. The course culminates in a hospital-based clinical medicine attachment.

*Restriction: MBCHB 307, 310*

*To complete this course students must enrol in MBCHB 312 A and B*

**MBCHB 313 30 Points**  
**The Nervous System**

A coordinated multidisciplinary approach to the central and peripheral nervous systems and the systems of the head and neck including the special senses. It provides a scientific understanding of normal and abnormal structure and function of the nervous system and associated systems. Clinical problem solving and clinical examination skills are important aspects of this course.

*Restriction: MBCHB 301, 302*

**Stage IV****MBCHB 401A 60 Points****MBCHB 401B 60 Points****MBChB Part IV**

During Part IV, students spend 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. *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 spend thirty weeks in clinical attachments. These are obstetrics and gynaecology, specialty medicine, geriatric medicine, paediatrics, general practice, and specialty surgery. There is a four week selective experience and projects in professional development to be completed. There are five weeks of topic teaching on campus, including a Population Health week. Students may undertake the majority of the study-year in a rural/regional setting.

*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 42 week trainee intern year includes an 'elective' period when students may undertake optional training in an area of medicine of their choice. The remaining weeks are spent practising under supervision, in hospitals and community facilities. Students undertake patient care in the disciplines of medicine, surgery, psychiatry, general practice, paediatrics, and obstetrics and gynaecology. Students must also complete an advanced cardiac life support course, a module in radiology, and a surgical skills course.

*Prerequisite: MBCHB 501*

*To complete this course students must enrol in MBCHB 551 A and B*

**Medical Imaging****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 703 15 Points**

##### **Magnetic Resonance Imaging Technology I**

Provides students with an in-depth understanding of MRI technology and its applications. The course addresses the scientific principles of the modality including basic pulse sequences, image formation, K-space strategies, tissue suppression techniques, technical parameters and tradeoffs, MR bioeffects and safety, image quality, artefacts, quality assurance and equipment developments.

#### **MEDIMAGE 704 15 Points**

##### **Magnetic Resonance Imaging Technology II**

Addresses more advanced scientific principles of the modality including advanced pulse sequences, gating, contrast agents, parallel imaging methods, high-field imaging and new and evolving techniques.

*Prerequisite: MEDIMAGE 703*

#### **MEDIMAGE 705 15 Points**

##### **Ultrasound Imaging Technology I**

Provides students with an in-depth understanding of ultrasound technology and its application. The course addresses the scientific principles of the modality including beam production and propagation in tissue, attenuation, transducer technology, bioeffects and safety in ultrasound, image formation, image processing and recording, artefacts and quality assurance.

#### **MEDIMAGE 706 15 Points**

##### **Ultrasound Imaging Technology II**

Addresses advanced scientific principles of the modality including Doppler principles, artefacts and instrumentation, electronic array technology, contrast agents, three dimensional and 4-D scanning, equipment developments and new and evolving techniques.

*Prerequisite: MEDIMAGE 705*

#### **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 I**

Provides students with an in-depth understanding of radiopharmacy and nuclear medicine technology. The course addresses the scientific principles of the modality including radionuclide production and emissions, radiation protection, fundamentals of radiation physics, radioactivity, radiation detection, interaction of radiation with matter, and basic operation principles of the gamma camera. Safety in the nuclear medicine environment, image quality, and quality assurance will be examined.

#### **MEDIMAGE 709 15 Points**

##### **Nuclear Medicine Technology II**

Addresses advanced scientific principles of the modality including Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), PET/CT non-imaging radionuclide investigations, and new and evolving techniques.

*Prerequisite: MEDIMAGE 708*

#### **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**

##### **Special Topic**

#### **MEDIMAGE 712 15 Points**

##### **Special Topic**

#### **MEDIMAGE 713 15 Points**

##### **Special Studies**

### **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**  
**Introduction to Pharmacology and Toxicology**

A solid grounding in the principles underlying pharmacology and toxicology, including the nature of drug targets, their interaction and response (pharmacodynamics), the fate of drugs within the body (pharmacokinetics), toxicity classification and testing, poisons and antidotes, adverse drug reactions, selective toxicity, drug discovery and development. Selected drug examples will be studied to illustrate key principles of clinical pharmacology.

**MEDSCI 205** **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**  
**Introduction to Neuroscience**

The impact of neuroscience revolution on our understanding of human physiology and biomedical research is reviewed. Topics include: mechanisms of neurotransmission, learning, memory, sensory perception (vision, hearing, touch and smell) and application of gene therapy for treating neurological diseases. Special emphasis is placed on the integration and control of physiological function by the nervous system. Examples include control of movement and coordination, regulation of reproduction, blood pressure, breathing, appetite, body weight and sexuality. Developmental neuroscience is also considered. Laboratory exercises provide insight into

neural structure and function and include application of neuroimaging technologies.

*Prerequisite:* BIOSCI 107, MEDSCI 142

**Stage III**

**MEDSCI 301** **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. Models of common diseases such as diabetes, obesity, cancer and infectious agents will be studied.

*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**  
**Principles of Pharmacology**

Topics covered are: ADME and pharmacokinetics; therapeutic drug monitoring; drug-drug interactions; pharmacogenetics and pharmacogenomics; drug development and analysis; novel drug delivery, chemotherapy including antibiotics, anticancer and antiviral drugs.

*Prerequisite:* MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203, PHARMACY 205

**MEDSCI 304** **15 Points**  
**Molecular Pharmacology**

Considers the molecular mechanisms of drug action. The cellular and molecular mechanisms of drugs acting at receptors, ion channels, enzymes and intermediate messengers are covered. These concepts are applied through a detailed examination of cell cycle and apoptotic pathways, the molecular basis of drug addiction and the mechanisms of action of common recreational drugs.

*Prerequisite:* MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

**MEDSCI 305** **15 Points**  
**Systematic Pharmacology**

Considers the modification by drugs of human systems under physiological and pathological conditions. The cellular and molecular mechanisms of drugs as receptors, ion channels, enzymes and intermediate messengers are considered. The modification of drugs on the cardiovascular, gastrointestinal, endocrine, reproductive, respiratory and central nervous systems will be covered.

*Prerequisite:* MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203, PHARMACY 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, eg, cell death, cancer and hypersensitivity, as well as the basis for cell and

organ-selective toxicity. Drugs, occupational and environmental toxicants are discussed.

*Prerequisite:* MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

#### **MEDSCI 307**

**15 Points**

##### **Neuroscience: Neuropharmacology**

An introduction to the principles and concepts involved in neuropharmacology. The course covers: the anatomy, neurochemistry and pharmacology of the normal and diseased human brain; the biochemical causes of psychiatric and neurological diseases; and the types and mechanisms of action of drugs used to treat brain disorders.

*Prerequisite:* MEDSCI 204 and 15 points from MEDSCI 205, 206, BIOSCI 203

#### **MEDSCI 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**

##### **Endocrinology of Growth and Metabolism**

An introduction to the mechanism controlling the production of hormones and how these achieve their effects in regulating body function. The course focuses in particular on the hormone systems controlling growth and metabolism and contrasts the differences between fetal and adult life. It also highlights how defects in endocrine systems are associated with conditions such as obesity and diabetes.

*Prerequisite:* 30 points from BIOSCI 203, MEDSCI 201, 205

#### **MEDSCI 313**

**15 Points**

##### **Reproductive Biology**

Aspects of reproductive biology including: regulation of gonadal function, the menstrual and 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

*Restriction:* BIOSCI 357

#### **MEDSCI 315**

**15 Points**

##### **Nutrition, Diet and Gene Interactions**

Practical applications of nutrition in protection against, and reduction of symptoms in, chronic disease from a clinical perspective. Both non-communicable diseases (eg, cancer, osteoporosis, auto-immune disease) and communicable disease (eg, whooping cough, influenza) will be considered. Factors regulating appetite and food intake, and the role of genotype and epigenotype will also be studied.

*Prerequisite:* BIOSCI 202, 203

#### **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

*Restriction:* MEDSCI 310

#### **MEDSCI 317**

**15 Points**

##### **Integrative Neuroscience: From Fetus to Adult**

The development and function of the central nervous system in health and disease. Topics include development of the CNS, functional imaging of the human brain, synaptic function in health and disease, development and pathophysiology of motor systems, perinatal and adult brain ischemia, stroke, and sleep related disorders. The topics are covered at an advanced level with emphasis on current advances in the fields.

*Prerequisite:* MEDSCI 206

*Restriction:* MEDSCI 310

### **Postgraduate 700 Level Courses**

#### **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

#### **MEDSCI 703**

**15 Points**

##### **Advanced Biomedical Imaging**

Theory and practice of biomedical imaging from the sub-cellular to whole body level with specific emphasis on recent developments. Principles of digital image-processing and image analysis (including quantitative morphology), computed tomography and volume rendering and analysis. Imaging modalities including atomic force microscopy, light and confocal microscopy, electron microscopy, X-ray, CT, ultrasound and magnetic resonance imaging.



**MEDSCI 704****15 Points****Developmental Genetics**

Genetics approaches used to understand developmental mechanisms. These utilise a variety of model systems including *Drosophila* and zebrafish to study processes such as pattern formation, cell specification, lineage commitment and cell-cell interaction. Insights into control of these events are critical to advancing understanding of disease processes, particularly cancer.

**MEDSCI 705****15 Points****Infection, Immunity and Disease**

Examines the ways in which host immune mechanisms control infection, infectious organisms evade host defence mechanisms, and the consequences of these processes for the host. Examples of human infectious diseases will include: HIV, hepatitis B, influenza, tuberculosis and streptococcal infections. Consideration of the consequences of infection will incorporate discussion of immune self/non-self discrimination, immune tolerance and autoimmune mechanisms, including the impact of response against infections on autoimmunity.

**MEDSCI 706****15 Points****Genetic Disease**

Examines a range of medical genetic disorders that illustrate principles of disease mechanisms, diagnosis and management. These will include: haemophilia, familial cancer, late-onset neurological disorders and mitochondrial disease.

**MEDSCI 707****15 Points****Activities of Microbes in Disease**

The dynamic interaction between pathogenic 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****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 drugs in the elderly, young and in pregnancy will be considered, as well as therapeutic drug monitoring, pharmacoeconomics, adverse drug reactions, ethnic differences in PK's and PD's, evaluation of clinical trials and population kinetics. Emphasis is placed on the use of medicines in humans.

**MEDSCI 723** **15 Points**  
**Cancer Pharmacology**

The pharmacological basis of the action of anti-tumour drugs relevant to human cancer therapy, emphasising the variability of chemotherapy effects, interactions between anti-cancer agents and early phase clinical trials.

**MEDSCI 725** **15 Points**  
**Experimental Design**

Principles of experimental design and data analysis in physiological research. Topics include: analysis of variance, post-hoc multiple comparisons, non-linear and multiple linear regression, analysis of covariance and statistical power. The approach is practical and computer statistical packages are used.

**MEDSCI 727** **15 Points**  
**Advanced Neuroscience: Neurophysiology**

An advanced treatment of selected topics in neurophysiology. Involves presentations and critical analysis by the students of the current scientific

literature within the context of several major research themes that encompass models from molecular and cellular to systems level. Themes will be selected from the following areas: (1) motor control and motor disorders (Parkinson's disease, motorneuron disease, stroke); (2) synapse physiology and pathophysiology; (3) advances in neural stem cell research; and (4) selected topics in sensory neuroscience research.

**MEDSCI 729** **15 Points**  
**Perinatal Physiology and Medicine**

Fetal development has long-term consequences for health. This advanced course offers a wide range of research themes relating to fetal development and future health. Topics include: placental development, fetal physiology, and endocrine regulation and metabolic function during fetal and postnatal life. The course explores pathogenesis of disease and injury of the fetus and newborn, and how biomedical research leads to potential clinical treatment strategies.

*Prerequisite: MEDSCI 312*

**MEDSCI 730** **15 Points**  
**Reproductive Science**

Molecular regulation and coordination of normal reproduction. The reproductive disorders that arise when normal biological processes are disrupted. Recent molecular methods have enabled us to study these processes and to understand how they can go wrong. Genomic and proteomic approaches to the understanding of reproduction and reproductive disorders will be presented. Examination of the new technologies that allow us to overcome some of these reproductive problems.

*Prerequisite: 15 points from BIOSCI 351, 353, 356, MEDSCI 312, 313*

**MEDSCI 731** **15 Points**  
**Advanced Reproductive Biology**

Understanding normal reproductive events and how normal biological processes are disrupted to cause medical problems. A range of specific disorders of reproduction (Pre-eclampsia, polycystic ovarian syndrome, endometriosis), including infertility and gynaecological cancer, will be discussed. Attention will be given to the recent advances in understanding of disease at a molecular level and how they translate to become a clinical disorder.

*Prerequisite: 15 points from MEDSCI 312, 313, BIOSCI 351, 353, 356*

**MEDSCI 732** **15 Points**  
**Molecular Aspects of Endocrinology and Metabolism**

Explores how hormones are able to control such a wide range of physiological processes. Covers molecular aspects of hormone action with particular reference to the neuroendocrine and peripheral endocrine systems that control appetite and metabolism. Other topics covered include how defects in hormone action lead to diseases such as cancer, obesity, Type-2 diabetes and cardiovascular disease.

**MEDSCI 733** **15 Points**  
**Advanced Methods in Cell Physiology**

The theoretical basis underpinning electrophysiological and live cell imaging techniques used to probe cellular function will be addressed. Emphasis will be placed on the instrumentation, data acquisition, and data analysis associated with each technology. The approach is practical and computer-based software programmes are used to analyse pre-recorded data, and data produced by the students themselves.

*Restriction: MEDSCI 726*

<b>MEDSCI 734</b> <b>Advanced Integrative Physiology</b>	<b>15 Points</b>
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. <i>Restriction: MEDSCI 728</i>	
<b>MEDSCI 735</b> <b>Special Topic</b>	<b>15 Points</b>
<b>MEDSCI 736</b> <b>Special Topic</b>	<b>15 Points</b>
<b>MEDSCI 737</b> <b>Biomedical MRI</b>	<b>15 Points</b>
Designed to give students a thorough understanding of a range of biomedical MRI techniques as well as advanced clinical MRI applications such as functional imaging of the brain and cardiovascular system. Laboratories will cover MRI pulse programming, MRI applications in basic science, and MRI applications in clinical medicine.	
<b>MEDSCI 738</b> <b>Biological Clocks</b>	<b>15 Points</b>
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.	
<b>MEDSCI 739</b> <b>Advanced Sensory Neuroscience</b>	<b>15 Points</b>
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. <i>Prerequisite: MEDSCI 316</i>	
<b>MEDSCI 790</b>	<b>60 Points</b>
<b>MEDSCI 790A</b>	<b>30 Points</b>
<b>MEDSCI 790B</b> <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> <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> <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> <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> <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>	

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### Named Doctoral Courses

<b>MEDSCI 896A</b>	<b>60 Points</b>
<b>MEDSCI 896B</b> <b>Thesis</b>	<b>60 Points</b>
<i>To complete this course students must enrol in MEDSCI 896 A and B</i>	

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### Medicine

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#### Postgraduate 700 Level Courses

<b>MEDICINE 703</b> <b>Special Studies in Medicine</b>	<b>15 Points</b>
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.	
<b>MEDICINE 706</b> <b>Occupational Medicine</b>	<b>15 Points</b>
Occupational Medicine practice, management and industrial relations, and principles of workplace assessment. Also includes: occupational toxicity, rehabilitation, health surveillance, occupational hygiene, risk management, occupational psychological medicine, occupational epidemiology, statistics and research practice in occupational medicine. <i>Restriction: MEDICINE 601</i>	
<b>MEDICINE 713</b> <b>Cardiovascular Medicine</b>	<b>15 Points</b>
Cardiovascular anatomy and physiology with a detailed study of the pathophysiology of common cardiovascular conditions and management principles. Areas of study include atherosclerosis, hypertension, coronary artery disease and heart failure.	
<b>MEDICINE 721</b> <b>Investigating Human Incidents and Injury</b>	<b>15 Points</b>
The investigation of human incidents and injury through a multi-disciplinary study of the interaction between humans and the socio-technical systems that define their work and non-work environments. Integrates knowledge from psychology, physiology, sociology, biology, engineering and management, into the applied science of human factors and incident investigation. Focuses on the identification of investigative systems which enhance safety in safety critical social systems.	

<b>MEDICINE 732</b>	<b>15 Points</b>
<b>Special Topic in Occupational Medicine</b>	
Advanced study in a specific area of occupational health as approved by the Head of School.	
<b>MEDICINE 740</b>	<b>30 Points</b>
<b>Special Topic</b>	
<b>MEDICINE 741</b>	<b>15 Points</b>
<b>Special Topic</b>	
<b>MEDICINE 742</b>	<b>15 Points</b>
<b>Special Topic</b>	

## Nursing

### Stage I

<b>NURSING 104</b>	<b>15 Points</b>
<b>Applied Science for Nurses</b>	
Provides an opportunity for the application of specific and selected topics from the biological and physical sciences to be related to beginning nursing practice.	

<b>NURSING 105</b>	<b>30 Points</b>
<b>Nursing in Practice</b>	
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.	
<i>Restriction: NURSING 101, 102</i>	

<b>NURSING 199</b>	<b>0 Points</b>
<b>English Language Competency</b>	
To complete this course students must attain a level of competency in the English language as determined by the School of Nursing.	
<i>This course must be completed prior to enrolling in Part II of the Bachelor of Nursing degree.</i>	

### Stage II

<b>NURSING 201</b>	<b>60 Points</b>
<b>Nursing Clients with a Pathophysiological Problem</b>	
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.	

<b>NURSING 202</b>	<b>60 Points</b>
<b>Nursing Clients in Mental Health and Disability</b>	
Allows students to understand perspectives of mental health and illness, the crisis nature of mental illness and the therapeutic models of mental health management. Students acquire the specific nursing skills required to care for people with mental health problems and also those who have a long-term disability. Students undertake a range of clinical attachments in hospital and community settings.	

### Stage III

<b>NURSING 301</b>	<b>60 Points</b>
<b>Child and Family Health Nursing</b>	
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.	

<b>NURSING 302</b>	<b>60 Points</b>
<b>Professional Nursing Practice</b>	
Allows the student to make the transition from student to professional nurse. A period of practice in an elected area of clinical speciality is included. Issues such as the development of nursing knowledge, autonomy of practice, accountability for practice, and the legal and ethical parameters of competency as a nurse are emphasised.	

### Postgraduate 700 Level Courses

<b>NURSING 701</b>	<b>30 Points</b>
<b>Clinical Project</b>	
The Clinical Project represents personal scholarly work based on a focused area related to clinical nursing practice that reflects an understanding of research purpose and process. The project includes a critical and comprehensive review of relevant literature which results in new insights, perspectives and applications of existing knowledge.	

<b>NURSING 702</b>	<b>30 Points</b>
<b>NURSING 702A</b>	<b>15 Points</b>
<b>NURSING 702B</b>	<b>15 Points</b>
<b>Developing Nursing Practice</b>	

Early career nurses develop nursing knowledge and skills in a speciality practice area. Focus will include recognition of the contextual factors that impact on the practice area and a critique and analysis of their practice.	
<i>To complete this course students must enrol in NURSING 702 A and B, or NURSING 702</i>	

<b>NURSING 706</b>	<b>15 Points</b>
<b>Principles of Pharmacology and Pharmacokinetics</b>	
Drug therapy for advanced nursing practice is introduced through the study of the principles of pharmacology and pharmacokinetics.	
<i>Prerequisite: NURSING 742</i>	

<b>NURSING 710</b>	<b>15 Points</b>
<b>Special Studies in Nursing</b>	
As prescribed by the Head of the School of Nursing.	

<b>NURSING 714</b>	<b>15 Points</b>
<b>Nursing Practicum 1</b>	
The articulation and demonstration of advancing nursing knowledge and skills within a specialist clinical area. Students work with an academic and clinical adviser to develop an individual learning contract.	

<b>NURSING 716</b>	<b>15 Points</b>
<b>Primary Health Care of Children and Adolescents</b>	
The development of nursing knowledge specific to advanced nursing practice in a child health setting. Focuses on the primary healthcare of children,	



throughout childhood and adolescence, including health promotion and maintenance of the well child and family.

**NURSING 719 15 Points**  
**Specialty Nursing Knowledge and Practice**

Extend nursing knowledge and skill related to the management of clients in specialty based clinical practice. Available in various specialty practice streams.

**NURSING 722 15 Points**  
**Principles of Therapeutics for Advanced Nursing**

The principles of therapeutics and mechanisms necessary for prescribing to be safe and effective.

*Prerequisite: NURSING 706*

**NURSING 730 30 Points**

**NURSING 730A 15 Points**

**NURSING 730B 15 Points**

**Knowledge/Science in Specialty Nursing**

Extends knowledge and understanding of biomedical and social science concepts related to an identified specialty area and covers specialty-based practice knowledge required to care for clients in specialty practice streams.

*Restriction: NURSING 704, 719*

*To complete this course students must enrol in NURSING 730 A and B, or NURSING 730*

**NURSING 732 30 Points**  
**Leading and Managing Change 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 734 15 Points**  
**Special Topic 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 736 15 Points**  
**Health Policy and Nursing**

Health policy planning and development in New Zealand. Promotes understanding of policy theory, the policy process, the role government plays, and the role of nursing as a special interest group in the policy community.

**NURSING 737 30 Points**  
**The Scholarship of Practice**

The development of professional knowledge is explored from a variety of perspectives, including the wider healthcare environment and national and international trends, as relevant to advancing nursing practice.

**NURSING 738 30 Points**  
**Long Term Condition Management in Primary Health Care**

Covers knowledge to plan and implement appropriate programmes of healthcare for populations and individuals with chronic conditions and development of knowledge central to the delivery of client-centred healthcare in the community with a particular focus on risk assessment and management.

**NURSING 739 30 Points**

**Advanced Rural Nursing**

Prepares nurses who are working in rural areas with the knowledge and skills to balance and integrate high level skills in communication, health assessment, diagnostic reasoning, with particular focus on improving health outcomes for those with chronic conditions.

**NURSING 740 30 Points**

**Prescribing in Advanced Nursing Practice**

The knowledge and competencies that form the basis of prescribing in advanced nursing are developed under supervision.

**NURSING 741 30 Points**

**Education for Clinical Practice**

Professional learning is essential to enable healthcare professionals to function competently in the complex world of clinical practice. Health care professionals are required to become actively involved in teaching colleagues involved in healthcare and patients. Effective clinical teaching and learning is enabled by laying a foundation in educational theory and practice.

**NURSING 742 30 Points**

**Biological Science for Practice**

Focuses on common pathologies acknowledging the New Zealand Health Strategy, giving particular attention to areas where health promotion, preventative care, chronic disease management and cost impact for New Zealand.

**NURSING 743 30 Points**

**Advanced Nursing Practicum**

Designed to refine advanced nursing skills and to further develop an advanced analytical model for nurses preparing for advanced practice. Advanced assessment skills along with disease management models will be taught with a focus on clinical decision making in various health settings.

*Prerequisite: NURSING 773 or equivalent, and practising in an advanced nursing role*

**NURSING 744 30 Points**

**Specialty Nursing Practicum**

Extends nurses in their clinical skill and practice knowledge within a specific scope of practice and develops their clinical decision making through a range of guided learning experiences.

**NURSING 745 30 Points**

**Special Topic: Principles of Medication Management**

**NURSING 746 30 Points**

**Special Topic: Evidence-based Practice and Implementation**

**NURSING 747 30 Points**

**Mental Health Nursing of Older Adults**

Explores therapeutic interventions for older people presenting to inpatient and community older adult mental health services, and to primary care services with complex mental health issues. There will be a focus on nursing practice in the context of multidisciplinary teams and on collaboration between primary and secondary services.

*Restriction: POPLPRAC 727*



- NURSING 753** 30 Points  
**NURSING 753A** 15 Points  
**NURSING 753B** 15 Points  
**Specialty Practice in Mental Health and Addiction Nursing 1**  
 A clinically focused course introducing nurses in their first year of practice to the mental health specialty. Students extend their theoretical understanding and clinical skill in assessment, care and treatment of people with mental distress, illness and addiction. The course integrates theoretical concepts with clinical practice using classroom teaching and clinical preceptorship.  
*Restriction: PSYCHIAT 753*  
*To complete this course students must enrol in NURSING 753 A and B, or NURSING 753*
- NURSING 754** 15 Points  
**Legal Issues in Mental Health Nursing**  
 Critical reflection on ethical and legal issues related to mental health nursing practice. Topics include: analysis of nurses' involvement in compulsory treatment; consent, compliance and issues related to the Mental Health (Compulsory Assessment and Treatment) Act and other relevant legislation.  
*Restriction: PSYCHIAT 754*
- NURSING 756** 30 Points  
**NURSING 756A** 15 Points  
**NURSING 756B** 15 Points  
**Specialty Practice in Mental Health and Addiction Nursing 2**  
 Builds on NURSING 753 to further develop clinical skills and application of theoretical concepts in the mental health specialty. Students further extend their theoretical understanding and clinical skill in assessment, care and treatment of people with mental distress, illness and addiction. The course integrates theoretical concepts with clinical practice using classroom teaching and clinical preceptorship.  
*Prerequisite: NURSING 753*  
*To complete this course students must enrol in NURSING 756 A and B, or NURSING 756*
- NURSING 758** 15 Points  
**Advancing Clinical Expertise in Nursing**  
 Guides the ongoing development of clinical expertise with a focus on critical thinking processes and evaluation of relevant literature to improve patient health outcomes.
- NURSING 760** 15 Points  
**Cognitive and Behavioural Therapy in Nursing Practice**  
 The application of principles of cognitive and behavioural therapy (CBT) in mental health settings. Critiques the use of cognitive tools and techniques within the nurse-client relationship.
- NURSING 762** 15 Points  
**Rural Nursing Practicum – Initial Response**  
 Prepares rural nurses to undertake their role in pre-hospital emergency care and associated clinical interventions.
- NURSING 763** 15 Points  
**Mental Health Nursing in Primary Care**  
 Focuses on the development of a primary healthcare component in mental health nursing. Students will explore mental health nursing roles within primary healthcare, and the interface between primary and secondary services, and will develop an understanding of the impact of mental healthcare provided by primary healthcare services.
- NURSING 765** 15 Points  
**Nursing the Client with Breast Cancer**  
 Explores the care of women across the continuum of breast cancer and includes concepts such as health promotion, pathology, impact of social and cultural issues, collaboration in healthcare, advocacy, evidence based practice.
- NURSING 768** 15 Points  
**Research Methods in Nursing and Health**  
 Supports appreciation and use of published research relevant to practice, and equips students with the skills to design and execute their own research, including research as part of the Masters programme. Students will design a research study ready to be conducted as the thesis or research portfolio as part of a Masters degree.  
*Restriction: CLINED 714, POPLHLTH 701*
- NURSING 770** 30 Points  
**NURSING 770A** 15 Points  
**NURSING 770B** 15 Points  
**Clinical Practice Development**  
 Develops knowledge, practice and skills within the scope of a beginning registered nurse; enhances client assessment, planning and delivery of client-centred care within a specific healthcare context. Also fosters critical exploration of knowledge and skills appropriate to professional, socio-political, legal-ethical, cultural aspects of practice.  
*Restriction: NURSING 725*  
*To complete this course students must enrol in NURSING 770 A and B, or NURSING 770*
- NURSING 771** 30 Points  
**Chronic Care Interventions**  
 Develops the specialty knowledge and skill inherent in the management of long term conditions in the community. Emphasises application of self management models into practice.
- NURSING 772** 30 Points  
**Population Health and Primary Health Care Nursing**  
 Assists primary healthcare nurses working in diverse settings to put population health into practice through primary healthcare. Determinants of health, equity, community empowerment, partnerships and effective ways to care for children and adults with long-term conditions in communities will be explored.  
*Restriction: NURSING 716*
- NURSING 773** 30 Points  
**Advanced Assessment and Clinical Reasoning**  
 Nurses make a variety of diagnoses in their daily practice. Advanced nursing practice requires skilled health assessment, estimation of probabilities and evidence based diagnostic reasoning. This complex cognitive process is developed in relation to skills and knowledge required for sound clinical reasoning.
- NURSING 774** 30 Points  
**Nursing 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.

<b>NURSING 775</b> <b>Leadership and Management for Quality Health Care</b> 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.	<b>30 Points</b>
<b>NURSING 776</b> <b>Assessment and Clinical Decision Making in MHN</b> 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.	<b>30 Points</b>
<b>NURSING 777</b> <b>Advanced Practice in Mental Health Nursing</b> Explores the social and clinical context of advanced practice in mental health nursing by encouraging critical awareness of advanced nursing roles in mental health services. Involves analysing practice development in a range of contexts in relation to clinical issues.	<b>30 Points</b>
<b>NURSING 778</b> <b>Health Promotion and Early Detection of Cancer</b> 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. <i>Restriction: NURSING 767</i>	<b>30 Points</b>
<b>NURSING 779</b> <b>Special Studies</b>	<b>30 Points</b>
<b>NURSING 780</b> <b>Special Topic</b>	<b>15 Points</b>
<b>NURSING 781</b> <b>Special Topic: Psychological Interventions in Nursing and Health Care</b>	<b>30 Points</b>
<b>NURSING 782</b> <b>Special Topic: Research Methods in Nursing and Health</b>	<b>30 Points</b>
<b>NURSING 783</b> <b>Special Topic: Nursing the Client with Breast Cancer</b>	<b>30 Points</b>
<b>NURSING 784</b> <b>Special Topic</b>	<b>30 Points</b>
<b>NURSING 790A</b>	<b>45 Points</b>
<b>NURSING 790B</b> <b>Research Portfolio</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 NURSING 790 A and B</i>	<b>45 Points</b>
<b>NURSING 795</b>	<b>60 Points</b>
<b>NURSING 795A</b>	<b>30 Points</b>
<b>NURSING 795B</b> <b>Dissertation</b> <i>Restriction: NURSING 792</i> <i>To complete this course students must enrol in NURSING 795 A and B, or NURSING 795</i>	<b>30 Points</b>

<b>NURSING 796A</b>	<b>60 Points</b>
<b>NURSING 796B</b> <b>Thesis</b> <i>To complete this course students must enrol in NURSING 796 A and B</i>	<b>60 Points</b>
<b>NURSING 797A</b>	<b>60 Points</b>
<b>NURSING 797B</b> <b>Research Portfolio</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 NURSING 797 A and B</i>	<b>60 Points</b>

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## Obstetrics and Gynaecology

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### Postgraduate 700 Level Courses

<b>OBSTGYN 705</b> <b>Special Topic in Obstetrics and Gynaecology</b>	<b>15 Points</b>
<b>OBSTGYN 712</b> <b>Contraception and Pre and Early Pregnancy</b> An evidence-based approach to contraception and pre and early pregnancy care. Mechanisms, side effects and contraindications of methods of contraception are covered. Pre pregnancy care will include preconceptual counselling and the psycho-social aspects of pregnancy care such as effects of drugs, alcohol, smoking and travel. Best practise and referral guidelines for early pregnancy ante natal care will be covered including diagnosis and management of early pregnancy problems such as recurrent miscarriage, ectopic pregnancy, gestational trophoblastic disease and hyperemesis.	<b>15 Points</b>
<b>OBSTGYN 713</b> <b>Pregnancy and Postnatal Care in the Community</b> 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.	<b>15 Points</b>
<b>OBSTGYN 715</b> <b>Medical Gynaecology I</b> Women's health and sexually transmitted diseases, menstrual disorders, pelvic pain and dyspareunia, vulva problems and vaginal discharge, menopause management.	<b>15 Points</b>
<b>OBSTGYN 716</b> <b>Medical Gynaecology II</b> Pathophysiology and clinical management of infertility, gynaecological malignancies, family violence, adolescent gynaecology, termination of pregnancy, urogynaecology.	<b>15 Points</b>
<b>OBSTGYN 717</b>	<b>30 Points</b>
<b>OBSTGYN 717A</b>	<b>15 Points</b>
<b>OBSTGYN 717B</b> <b>Practical Obstetrics and Gynaecology</b> 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	<b>15 Points</b>

obstetric practice. Requires the completion of a logbook approved by the Clinical Supervisor and Head of Department.

*Corequisite: OBSTGYN 721, 722*

*To complete this course students must enrol in OBSTGYN 717 A and B, or OBSTGYN 717*

**OBSTGYN 720** 15 Points  
**Special Topic**

**OBSTGYN 721** 15 Points  
**Obstetrics Residential**

Attitudes to women's health, cultural issues, ethics, history taking and minor procedures. This course must be completed prior to students sitting the clinical and written examinations.

*Restriction: OBSTGYN 718*

**OBSTGYN 722** 15 Points  
**Gynaecology Residential**

Approaches to women's health issues, history and examination principles and procedures, issues of screening, hormone replacement therapy and case-based studies. This course must be completed prior to students sitting the clinical and written examinations.

*Restriction: OBSTGYN 719*

**OBSTGYN 723** 15 Points  
**Special Studies**

**OBSTGYN 724** 15 Points  
**Obstetrics Residential**

Attitudes to women's health, including cultural and ethical issues. History-taking techniques and techniques for minor procedures are developed.

*Restriction: OBSTGYN 721*

**OBSTGYN 725** 15 Points  
**Gynaecology Residential**

Approaches to women's health issues, principles and procedures associated with history-taking and examination. Issues of screening, hormone replacement therapy and other case-based studies are addressed.

*Restriction: OBSTGYN 722*

## Ophthalmology

### Postgraduate 700 Level Courses

**OPHTHAL 701** 30 Points  
**Ophthalmic and Vision Science**

A guided course of advanced study that concentrates on anatomy, physiology, optics and pathology of the human ocular and visual system throughout the lifespan.

**OPHTHAL 702** 30 Points  
**Evidenced Based Ophthalmology**

Examines the evidence base for ophthalmic diseases and clinical practice. Includes overview of common eye disease, clinical effectiveness and cost effectiveness for ophthalmic practice in today's healthcare environment.

**OPHTHAL 703** 30 Points  
**Special Topic: Research Methods and Skills for Eye Research**

A comprehensive overview, focusing primarily on the ophthalmic arena. Includes: research, methodologies, literature reviews, implementation and appraisal of qualitative and quantitative research, developing research questions and writing up of research for presentation and publication. Provides skills specific

to eye research that may not be relevant to other health care professionals.

**OPHTHAL 704** 30 Points

**Special Topic: Ophthalmic Technology**

The theory, basic principles, techniques and interpretation of results for ophthalmic technology used in the diagnosis and treatment of eye disease. Technology covered includes: slit lamp biomicroscopy, tonometry, A-scan ultrasound, keratometry; IOL master, HRT, OCT, computerised topography, anterior segment photography, FFA, autorefracton and therapeutic lasers. The latest advances in ophthalmic technology will also be included.

**OPHTHAL 705** 30 Points

**Special Topic: Management of Acute Eye Disease**

Overview of the diagnosis and management of 'acute eye conditions' in the community and hospital settings including: signs and symptoms, differential diagnosis, treatment modalities and medium term management.

## Optometry and Vision Science

### Stage II

**OPTOM 215** 15 Points

**Optics of the Eye**

Evolution and optics of the vertebrate and invertebrate eye. Schematic eyes. Ocular ametropia, mechanisms of accommodation. Light transmission in the eye. Aspherical and gradient index structures in the eye. Ocular aberrations. Measurement of ocular dimensions. Refractive errors of the human eye. Optical correction of refractive errors.

*Restriction: OPTOM 110*

**OPTOM 220** 15 Points

**Clinical Imaging and Evaluation Techniques**

The theory and practice of specific clinical assessment techniques and instrumentation for imaging, measuring and evaluating the function of living optical systems will be the core of this course. The assessment of visual function and optical performance of the eye from the clinical perspective utilising advanced equipment is emphasised. An introduction to image processing, the production of clinically relevant outcomes and diagnosis-supportive hypotheses is included.

**OPTOM 262** 15 Points

**Optics of Lenses and Lens Systems**

Optics relevant to optometry, but of interest to other science students seeking a background in geometrical optics. Includes a study of the principles of image formation by lenses and lens systems, mirrors and prisms. In addition to an introduction to ophthalmic lenses, includes basic instruments such as telescopes, microscopes and projection systems.

*Restriction: OPTOM 161*

**OPTOM 265** 15 Points

**Physical Optics**

Includes physical optics relevant to optometry but is also directed towards students taking other science courses. Gives an understanding of the basic principles of physical optics and will involve a study of phenomena including interference, diffraction and polarisation.

*Restriction: OPTOM 160, 165*



**OPTOM 272A** 15 Points  
**OPTOM 272B** 15 Points  
**Visual Science 1: Structure and Function of the Visual System**  
 Anatomy and physiology of the eye and visual pathway. Topics include composition and structure of the tear film, neural processing in the visual cortex, aspects of visual function including spatial and temporal vision, motion perception and colour vision. Investigation of visual perception using psychophysical and electrophysiological techniques.  
*Restriction: OPTOM 151, 170, 171*  
*To complete this course students must enrol in OPTOM 272 A and B*

**OPTOM 292A** 7.5 Points  
**OPTOM 292B** 7.5 Points  
**Issues in Optometry**  
 Topics of special interest to students entering Optometry from overseas and from the graduate entry quota.  
*Prerequisite: Permission of Head of Department*  
*Restriction: OPTOM 191*  
*To complete this course students must enrol in OPTOM 292 A and B*

### Stage III

**OPTOM 313A** 22.5 Points  
**OPTOM 313B** 22.5 Points  
**Optometry**  
 The history and development of optometry as a healthcare profession, scope of optometric practice. Introduction to the optometric examination: vision and visual acuity, contrast sensitivity, visual fields, colour vision, slit lamp biomicroscopy, ophthalmoscopy, objective and subjective examination, near visual examination, routine binocular vision examination, history taking, communication skills, clinical problem solving.  
*Restriction: OPTOM 211, 212*  
*To complete this course students must enrol in OPTOM 313 A and B*

**OPTOM 345A** 7.5 Points  
**OPTOM 345B** 7.5 Points  
**Principles of Ocular Pharmacology**  
 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 365** 15 Points  
**Applied Optics – Dispensing**  
 Optics of ophthalmic lenses, ophthalmic lens materials, strength of materials, ophthalmic prisms, tinted lenses, coatings, multifocal and progressive addition lenses, special lens designs, diffractive ophthalmic lenses, magnification, isogonal and isekonic lens design. Finite ray tracing, optical design, chromatic and monochromatic aberrations of ophthalmic lenses. Ophthalmic dispensing, fabrication of ophthalmic aids. Principles of optical instruments.  
*Restriction: OPTOM 260*

**OPTOM 375** 15 Points  
**Visual Science 2**  
 Models of spatial vision. Velocity perception. Signal detection theory. Theories of colour vision, defective colour vision. Visually evoked potentials. Binocular space perception. The development of vision. Recent advances in visual science. Aetiology of refractive errors – hereditary factors, environmental factors. Prevalence of ametropia and changes with age.  
*Restriction: OPTOM 270*

**OPTOM 392A** 7.5 Points  
**OPTOM 392B** 7.5 Points  
**Issues in Optometry 2**  
*Prerequisite: Permission of Head of Department*  
*Restriction: OPTOM 291*  
*To complete this course students must enrol in OPTOM 392 A and B*

### Stage IV

**OPTOM 415A** 22.5 Points  
**OPTOM 415B** 22.5 Points  
**Clinical Optometry**  
 The routine optometric examination, diagnosis and management of disorders of the visual system, case analysis, myopia control, visual ergonomics, elements of illumination engineering, vision screening, visual standards. Principles of industrial safety. Ocular and vision problems in the elderly. Low vision, electronic, optical and non optical low vision appliances. Examination and treatment of patients in the Optometry Clinic under supervision.  
*Restriction: OPTOM 312*  
*To complete this course students must enrol in OPTOM 415 A and B*

**OPTOM 430A** 7.5 Points  
**OPTOM 430B** 7.5 Points  
**Contact Lens Practice**  
 Examination procedures for contact lens practice. Principles of contact lens fitting. Optics of contact lenses. Complications of contact lenses. Materials used in contact lens manufacture. Designs of contact lenses. Scleral lens impressions. Recent advances in contact lenses. Practical sessions in contact lens fitting, verification techniques and patient care.  
*Restriction: OPTOM 330*  
*To complete this course students must enrol in OPTOM 430 A and B*

**OPTOM 440A** 7.5 Points  
**OPTOM 440B** 7.5 Points  
**Paediatric Optometry and Binocular Vision**  
 Anatomy and physiology/modelling of normal and abnormal eye-movement systems. Developmental aspects of infant and children's vision and eye coordination. Visual examination of infant and child patients. Investigation of idiopathic and acquired



vergence eye-movement disorders: Strabismus and Heterophoria. Treatment of Strabismus and Heterophoria by refractive correction, visual training and surgery. Sports Optometry, Visual aspects of learning disabilities.

*Restriction: OPTOM 341*

*To complete this course students must enrol in OPTOM 440 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 472A** 7.5 Points

**OPTOM 472B** 7.5 Points

### **Visual Science 3**

To provide an understanding of visual information processing by the visual pathways (retino-geniculate-striate system) and the physiology of other ocular components. A problem-oriented approach, which develops students' skills in reading, analysing and debated scientific papers in the vision sciences, will be used to achieve a high level of critical thinking and problem solving skills. It is expected that students will acquire the ability to seek, evaluate and retrieve scientific information on which to base their clinical practice. Clear and concise communication of scientific information both in written and oral form will be required.

*Restriction: OPTOM 372*

*To complete this course students must enrol in OPTOM 472 A and B*

**OPTOM 492A** 7.5 Points

**OPTOM 492B** 7.5 Points

### **Issues in Optometry 3**

*Prerequisite: Permission of Head of Department*

*Restriction: OPTOM 391*

*To complete this course students must enrol in OPTOM 492 A and B*

## **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 570A**

15 Points

**OPTOM 570B**

15 Points

### **Research in Advanced Optometric Science**

Study modules on a range of topics in optometry and vision science, with the focus being on developing an evidence-based approach on selected topics. Study will include supervised investigations into an approved topic relating to optometry and vision science, including clinical and applied research.

*Prerequisite: Enrolment in Part IV of the Optometry Programme*

*Restriction: OPTOM 470, 475, 480*

*To complete this course students must enrol in OPTOM 570 A and B*

**OPTOM 592A**

7.5 Points

**OPTOM 592B**

7.5 Points

### **Issues in Optometry 4**

A number of special topics in Clinical Skills. Further information may be obtained from the Department of Optometry and Vision Science.

*Prerequisite: Permission of Head of Department*

*Restriction: OPTOM 491*

*To complete this course students must enrol in OPTOM 592 A and B*

## **Diploma Courses**

**OPTOM 691A**

15 Points

**OPTOM 691B**

15 Points

### **PG Diploma Dissertation (Optometry)**

*To complete this course students must enrol in OPTOM 691 A and B*

## **Postgraduate 700 Level Courses**

**OPTOM 756**

15 Points

### **Special Topic in Vision Science**

The study of selected fields of vision science at an advanced level with detailed study of one particular field. The topic will be prescribed by the Head of Department.

**OPTOM 757A**

15 Points

**OPTOM 757B**

15 Points

### **Selected Topics in Optometry**

The study of selected fields of clinical optometry at an advanced level with detailed study of the particular field. The topic will be prescribed by the Head of Department.

*To complete this course students must enrol in OPTOM 757 A and B*

**OPTOM 781**

30 Points

### **Principles of Ocular Disease**

The basic anatomy, physiology, pharmacology, pathology, immunology and microbiology necessary for

an understanding of ocular disease and its treatment. The course is presented as a number of lectures combined with a significant self-directed learning component. Assessment is by written examination and completion of written assignments based on specified ocular disease conditions with the overall theme being an evidence-based approach to learning.

**OPTOM 784 30 Points**

**Ocular Disorders and their Management**

The clinical presentation and differential diagnosis of eye diseases with emphasis on those likely to be diagnosed and managed by a therapeutically-qualified optometrist and the principles and actions of therapeutic agents as a basis for their safe use in the management of ocular disease. The overall theme of the course is an evidence-based approach to the use of therapeutic agents.

*Prerequisite: Permission from the Head of Department*

**OPTOM 787A 15 Points**

**OPTOM 787B 15 Points**

**Clinical Ocular Therapeutics**

The clinical application of the therapeutic and management practices covered in OPTOM 781 and 784. Students attend a series of ophthalmological clinical rotations in which they examine patients under direct supervision and observe treatment of ocular conditions by an ophthalmologist. The emphasis is on developing practical therapeutic management plans for different disease conditions.

*Prerequisite: OPTOM 781, 784 and registration to practise optometry in New Zealand or Australia*

*To complete this course students must enrol in OPTOM 787 A and B*

**OPTOM 791 90 Points**

**OPTOM 791A 45 Points**

**OPTOM 791B 45 Points**

**Advanced Clinical Optometric Specialisation**

Advanced clinical optometry study 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 Department.

*To complete this course students must enrol in OPTOM 791 A and B, or OPTOM 791*

**OPTOM 796A 60 Points**

**OPTOM 796B 60 Points**

**MSc Thesis in Optometry**

*To complete this course students must enrol in OPTOM 796 A and B*

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**Paediatrics**

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**Diploma Courses**

**PAEDS 601A 60 Points**

**PAEDS 601B 60 Points**

**Diploma in Paediatrics**

Covers: genetic and antenatal factors in development, neonatal paediatrics, assessment of a child's physical, intellectual, emotional and social needs, epidemiology of childhood disease, cultural factors and child health, general and preventative paediatrics, management of common disorders of childhood, and the practical

working of the statutory and voluntary services available in New Zealand for the care of children. A logbook and dissertation must be completed.

*To complete this course students must enrol in PAEDS 601 A and B*

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**Postgraduate 700 Level Courses**

**PAEDS 704 15 Points**

**Special Studies in Paediatrics**

Advanced study in a specific area, usually related to the field of study of the thesis.

**PAEDS 712 15 Points**

**Youth Health Clinical Skills**

Develops and extends knowledge and skills in clinical interviewing, comprehensive assessments and effective interventions with young people.

**PAEDS 714 15 Points**

**Emergency Paediatrics**

Combines theoretical knowledge with clinical practice. Medical practitioners will learn how to manage the major paediatric medical and surgical emergencies until transfer.

**PAEDS 719 15 Points**

**Health, Education and Youth Development**

Examines the overlap of health and education in the context of youth development. It reviews the 'business' of schools, the Health and Physical Education curriculum, school-based health and support services, whole school approaches to health, and the health and education needs of students not engaged with the school system.

**PAEDS 720 15 Points**

**Youth Health Theory, Application and Leadership**

Extends students' knowledge of youth health and well-being and aims to provide preparation for leadership roles in youth health. Focuses on expanding knowledge of the theory of youth development and students will study examples of effective youth development programmes and will be required to develop and present a youth health project in their field of work.

**PAEDS 721 15 Points**

**Special Topic**

**PAEDS 722 15 Points**

**Youth Health Practicum**

Aims to give clinicians the opportunity to extend their professional youth health skills and expertise through a supervised self-directed learning practicum in youth health.

*Prerequisite: PAEDS 720*

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**Pharmacology**

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**Postgraduate 700 Level Courses**

**PHARMCOL 788 45 Points**

**PHARMCOL 788A 22.5 Points**

**PHARMCOL 788B 22.5 Points**

**BSc(Hons) Dissertation**

*Restriction: PHARMCOL 789*

*To complete this course students must enrol in PHARMCOL 788 A and B, or PHARMCOL 788*

<b>PHARMCOL 796A</b>	<b>60 Points</b>
<b>PHARMCOL 796B</b>	<b>60 Points</b>
<b>MSc Thesis in Pharmacology</b>	
<i>To complete this course students must enrol in PHARMCOL 796 A and B</i>	

## Pharmacy

### Stage I

<b>PHARMACY 101</b>	<b>15 Points</b>
<b>Pharmacy Practice 1</b>	

The role of medicines in society (including complementary medicines), introductory pharmacy law and ethics. The evolution and role of the pharmacist as a healthcare professional, pharmacy organisations, sources of pharmaceutical information, and professional communication. Introduction to dispensing and compounding of medicines.

<b>PHARMACY 111G</b>	<b>15 Points</b>
<b>Drugs and Society</b>	

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>	<b>0 Points</b>
<b>English Language Competency</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 Part III of the Bachelor of Pharmacy degree.*

### Stage II

<b>PHARMACY 201</b>	<b>15 Points</b>
<b>Pharmacy Practice 2</b>	

Dispensing of prescriptions, pharmaceutical calculations, and preparation of extemporaneous medicines in common use. Development of knowledge, skills and attitudes required for communicating with other health professionals and patients. Sociocultural dimensions of healthcare. Law, ethics and medicines information. Practical experience in community pharmacy.

*Prerequisite: PHARMACY 101*

<b>PHARMACY 202</b>	<b>15 Points</b>
<b>Pharmaceutics 1</b>	

The physical and chemical properties of materials used in the design of medicinal dosage forms. These principles are applied in the formulation and design of drug dosage forms and delivery systems, and choice of routes of administration of drugs.

<b>PHARMACY 205</b>	<b>15 Points</b>
<b>Physiology for Pharmacy</b>	

An integrated approach to the fundamental physiological processes which enable the human body to maintain its viability in an ever-changing world. Examples of normal and abnormal function are used to illustrate interactions in vital physiological processes, including control of fluid and electrolytes, energy use, oxygen and metabolites, and cardiovascular control.

*Prerequisite: BIOSCI 107, MEDSCI 142*

*Restriction: MEDSCI 205*

### Stage III

<b>PHARMACY 301</b>	<b>15 Points</b>
<b>Pharmacy Practice 3</b>	

Dispensing of medicines in accordance with legal and professional requirements. Responding to symptoms, over-the-counter prescribing and health promotion. Quality and safety of medicines use. Evidence-based practice. Practical experience in community pharmacy.

*Prerequisite: PHARMACY 201, 205, MEDSCI 202, 203, 204*

<b>PHARMACY 302</b>	<b>30 Points</b>
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<b>PHARMACY 302A</b>	<b>15 Points</b>
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<b>PHARMACY 302B</b>	<b>15 Points</b>
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#### Pharmacotherapy

Actions, mechanisms of action and therapeutic uses of drugs with reference to the following systems and disorders: cardiovascular system disorders and risk management, respiratory disorders, gastrointestinal disorders, common skin disorders, rheumatic disorders, neurological disorders, and fever and pain control. A case-based approach is supplemented by clinical visits.

*Prerequisite: PHARMACY 201, 205, MEDSCI 202, 203, 204*

*To complete this course students must enrol in PHARMACY 302 A and B, or PHARMACY 302*

<b>PHARMACY 303</b>	<b>15 Points</b>
<b>Pharmaceutics 2</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 304</b>	<b>15 Points</b>
<b>Pharmaceutics 3</b>	

Themes in pharmaceutical formulation, Good Manufacturing Practice (GMP), quality assurance, dosage form design, and novel drug delivery systems are further developed. A problem-based approach is supplemented by industrial visits.

*Prerequisite: PHARMACY 303*

### Stage IV

<b>PHARMACY 407</b>	<b>30 Points</b>
<b>Integrated Pharmacy Studies 1</b>	

Elements of pharmacy practice, pharmacotherapy and pharmaceutical science are integrated with an emphasis on the optimal drug treatment of individual patients with cardiovascular disease, asthma, diabetes, and other complex conditions and special populations. A mix of workshops, case discussions, and dispensing practicals is provided. Pharmaceutical care provision is emphasised.

<b>PHARMACY 408</b>	<b>30 Points</b>
<b>Integrated Pharmacy Studies 2</b>	

Elements of pharmacy practice, pharmacotherapy and pharmaceutical science are integrated with an emphasis on the optimal drug treatment of individual patients with mental health (and substance misuse), cancer, infections and other complex conditions and special populations. A mix of workshops, case discussions, and dispensing practicals is provided. Pharmaceutical care provision is emphasised.



<b>PHARMACY 409</b>	<b>30 Points</b>
<b>PHARMACY 409A</b>	<b>15 Points</b>
<b>PHARMACY 409B</b>	<b>15 Points</b>
<b>Professional Pharmacy Studies</b>	
The current and future development of pharmaceutical services and pharmacist roles. The regulatory, ethical and legislative requirements that impact on pharmacy practice. Management as it applies to pharmacy practice. The management of pharmaceuticals, including pharmacoeconomic considerations. Sterile and aseptic dispensing. Primary healthcare and OTC practicals. Experiential placements in pharmacies and other relevant sites.	
<i>To complete this course students must enrol in PHARMACY 409 A and B, or PHARMACY 409</i>	
<b>PHARMACY 410</b>	<b>30 Points</b>
<b>PHARMACY 410A</b>	<b>15 Points</b>
<b>PHARMACY 410B</b>	<b>15 Points</b>
<b>Research Dissertation</b>	
<i>Restriction: PHARMACY 405</i>	
<i>To complete this course students must enrol in PHARMACY 410 A and B, or PHARMACY 410</i>	
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<b>Postgraduate 700 Level Courses</b>	
<b>PHARMACY 700</b>	<b>15 Points</b>
<b>Complementary Medicines</b>	
A critical review of the evidence in the biomedical literature and other sources concerning a range of complementary medicinal products including herbals, homoeopathics and ethnopharmaceuticals. Includes consideration of efficacy, safety and interactions with conventional medicines.	
<b>PHARMACY 712</b>	<b>30 Points</b>
<b>PHARMACY 712A</b>	<b>15 Points</b>
<b>PHARMACY 712B</b>	<b>15 Points</b>
<b>Clinical Pharmacy Practice</b>	
Enhances key pharmaceutical knowledge and skills for effective practice in community and hospital settings, including oral and written communication, critical literature appraisal, review of patient medication and the design and implementation of pharmaceutical care plans.	
<i>To complete this course students must enrol in PHARMACY 712 A and B, or PHARMACY 712</i>	
<b>PHARMACY 720</b>	<b>15 Points</b>
<b>Issues in Concordance</b>	
Factors influencing the prescribing and recommendation of drug therapy and those which influence patients in their use of medicines. Addresses the issue of an ethical framework for prescribing and strategies to promote effective use of medicines by patients.	
<b>PHARMACY 730</b>	<b>15 Points</b>
<b>Cardiovascular Pharmacotherapy</b>	
The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of cardiovascular disease. The critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with cardiovascular disease.	
<b>PHARMACY 731</b>	<b>15 Points</b>
<b>Respiratory Pharmacotherapy</b>	
The application of pharmaceutical and	

pharmacological knowledge to the selection and use of drug therapy in the management of respiratory disease. The critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with respiratory disease.

**PHARMACY 732** **15 Points**  
**Endocrine Pharmacotherapy**

The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of endocrine disorders and in regard to reproduction. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with endocrine disorders.

**PHARMACY 733** **15 Points**  
**GIT/Rheumatology Pharmacotherapy**

The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of gastrointestinal disease and rheumatic disorders. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with gastrointestinal disease and rheumatic disorders.

**PHARMACY 734** **15 Points**  
**Pharmacotherapy of Infections**

The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy and vaccination in the management of infectious diseases. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with infectious diseases.

**PHARMACY 735** **15 Points**  
**Pharmacotherapy in Psychiatry**

The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of psychiatric disorders. Critical review of the relevant literature, the design and implementation of pharmaceutical care plans, and consideration of the role of drug therapy in the overall management of psychiatric disorders.

**PHARMACY 736** **15 Points**  
**Pharmacotherapy in Dermatology**

The application of pharmaceutical and pharmacological knowledge to the selection and use of preparations and drug therapy in the management of dermatological conditions. Critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for patients with dermatological conditions.

**PHARMACY 737** **15 Points**  
**Pharmacotherapy in Oncology**

The application of pharmaceutical and pharmacological knowledge to the selection and use of drug therapy in the management of cancer and the care of the terminally ill patient. Critical review of the relevant literature, the design and implementation of pharmaceutical care plans for cancer and terminally ill patients, and consideration of the role of drug therapy in the treatment of neoplastic disease.

**PHARMACY 740** **15 Points**  
**Evidence-based Pharmacy Practice**

Examines the evidence base for the practice of pharmacy. Includes a critical review of the relevant literature and addresses issues related to both community and hospital practice.



- PHARMACY 741** 15 Points  
**Pharmacotherapy in the Elderly**  
 Examines patient factors that influence drug use in elderly patients. It will address the issues of dosage modifications, polypharmacy and medicine management in elderly patients, and include a critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for elderly patients.
- PHARMACY 742** 15 Points  
**Paediatric Pharmacotherapy**  
 Examines patient factors that influence drug use in the new born through to adolescence. Addresses the issues of dosage modifications, appropriate drug formulations and the use of unlicensed medicine in paediatric patients, and includes a critical review of the relevant literature, and the design and implementation of pharmaceutical care plans for paediatric patients.
- PHARMACY 743** 15 Points  
**Nutrition for Pharmacists**  
 Examines nutritional requirements in pregnancy and lactation, in infants and the elderly and in relation to specific disease states. Includes a critical review of the relevant literature and the determination of patient requirements in respect of parenteral feeding.
- PHARMACY 744** 30 Points  
**Special Topic**  
*Prerequisite: Completed the requirements for PGCertPharmPrac*
- PHARMACY 745** 30 Points  
**Special Topic**  
*Prerequisite: Completed the requirements for PGCertPharmPrac*
- PHARMACY 750** 30 Points  
**Pharmaceutical Formulation**  
 Physiological and physicochemical factors in drug delivery and formulation of pharmaceutical products. Consideration of both traditional (eg, solutions, semi-solids, solids, aerosols) and novel (eg, liposomal) drug delivery systems based on the experimental literature.
- PHARMACY 751** 30 Points  
**Pharmaceutical Techniques**  
 Experimental and analytical techniques in the assessment of pharmaceutical products and of drug action in biological systems. Consideration of pharmacopoeial and official standards, drug stability and drug metabolism.
- PHARMACY 752** 15 Points  
**Pharmaceutical Quality Assurance**  
 Principles of good manufacturing practice (GMP), quality assurance and quality control as applied to pharmaceutical products and processes. Consideration of relevant industrial processes, legislation, safety issues, packaging, labelling, stability and regulatory requirements.
- PHARMACY 753** 15 Points  
**Regulatory Affairs**  
 National and international requirements pertaining to the registration, licensing and distribution of pharmaceutical products. Consideration of the legal framework, pre-clinical testing, clinical trials, pharmacovigilance, role of statutory authorities, pharmaco-economic data and the role of health professionals.
- PHARMACY 754** 15 Points  
**Pharmaceutical Science Research Proposal**  
 A comprehensive critical study of the literature pertaining to the proposed thesis research. This will include a review of the relevant methodologies, the analysis of research results and the relationship of published work to the proposed research.
- PHARMACY 760** 15 Points  
**Literature Review in Pharmaceutical Sciences**  
 A thorough investigation of the current literature in a specified area leading to a comprehensive review with the intent of a review publication.
- PHARMACY 761** 15 Points  
**Pharmaceutical Science Research Project**  
 Building on the experience gained in PHARMACY 754, a practical research project in a specified field is conducted. An introductory review of the relevant literature, hypothesis, research methodology and findings framed within the current literature will be reported.  
*Prerequisite: PHARMACY 754*
- PHARMACY 762** 15 Points  
**Literature Review in Pharmacy Practice**  
 A thorough investigation of the current literature in a specified area of pharmacy practice or pharmacotherapy leading to a comprehensive review with the intent of a review publication.
- PHARMACY 763** 15 Points  
**Case Studies in Pharmacy Practice**  
 The investigation and construction of case studies in a current area of pharmacy practice to a quality suitable for submission for publication.
- PHARMACY 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.

**Named Doctoral Courses****PHARMACY 801 60 Points****Evidence-based Pharmacotherapy**

Principles and techniques of evidence-based medicine and pharmacotherapy (EBM and EBP) including meta-analyses, systematic reviews and international collaborations (eg, Cochrane Collaboration). Application of EBP (eg, guidelines, protocols, academic detailing) including limitations. Role of health professionals in EBP, with an emphasis on pharmacy. Research project in a selected application of EBP.

**PHARMACY 802 60 Points****Applied Pharmacoeconomics**

Principles and techniques of pharmacoeconomics in

the context of pharmaceutical management in New Zealand. Application of cost-minimisation, cost-benefit, cost-effectiveness and cost-utility analyses in policy development and medicines use. Research project in a selected application of pharmacoeconomic analysis.

**PHARMACY 803 60 Points****Management of Pharmaceuticals**

National and international strategies in the management of pharmaceuticals. Consideration of supply-side (eg, pharmaceutical subsidisation) and demand-side (eg, prescriber education) initiatives. The role of industry, regulatory authorities and government agencies and of health professionals with an emphasis on pharmacy. Pharmacy initiatives including drug-use evaluation and pharmaceutical care. Research project in a selected application of pharmacy intervention.

**PHARMACY 804 60 Points****Philosophical Basis of Pharmacy Practice**

Development of pharmacy from compounding and dispensing medicines to a knowledge system which renders a health service. Pharmacy's societal purpose. Evolving concepts of product-orientation, patient-orientation and pharmaceutical care. Development of pharmacy values. Interaction of pharmacy developments with evolving models of healthcare. Predictions for future models of pharmacy practice. Reflective project to identify the student's analysis of personal development and vision for the future.

**PHARMACY 896 120 Points****Practice Research Thesis**

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**Physiology**

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**Postgraduate 700 Level Courses****PHYSIOL 788 45 Points****PHYSIOL 788A 22.5 Points****PHYSIOL 788B 22.5 Points****BSc(Hons) Dissertation**

*Restriction:* PHYSIOL 789

*To complete this course students must enrol in PHYSIOL 788 A and B, or PHYSIOL 788*

**PHYSIOL 796A 60 Points****PHYSIOL 796B 60 Points****MSc Thesis in Physiology**

*To complete this course students must enrol in PHYSIOL 796 A and B*

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**Population Health**

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**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, nun-biting and alien abduction.

#### **POPLHLTH 104G 15 Points**

##### **Future Health**

Healthcare systems face complex challenges in improving people's health. The goal of this course is to give students the opportunity to learn how the health system works, the challenges it faces, what role innovation plays, and how they can make a difference with knowledge about the role of information in the delivery of healthcare in the twenty-first century.

#### **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 (ie, promotion of well-being) at the community and population levels are reviewed.

*Prerequisite: POPLHLTH 102*

#### **POPLHLTH 210 15 Points**

##### **Equity and Inequalities in New Zealand Health**

Investigates the way in which social determinants lead to particular distributions of health in populations. Draws on a social epidemiological approach to explore ways in which inequalities in health in New Zealand (based on factors such as age, ethnicity and socio-economic status) are created, then maintained or eliminated. The place of the Treaty of Waitangi with respect to health is considered.

*Prerequisite: POPLHLTH 102*

*Restriction: POPLHLTH 201*

#### **POPLHLTH 211 15 Points**

##### **Introduction to Environmental Health**

Provides students with the concepts and knowledge necessary to understand the influence of the environment on health, and introduces the tools, such as Health Impact Assessment, that can be applied to identify and control environmental hazards.

#### **POPLHLTH 212 15 Points**

##### **Bio-behavioural Aspects of Drug Use**

An introduction to the ways drugs exert their effects on the body, why drug dependence (addiction) occurs and what factors may predispose individuals to the development of drug dependence, including the aetiology of drug dependence and ways in which the study of bio-behavioural aspects of drug use has influenced public health interventions to reduce drug dependence.

#### **POPLHLTH 213 15 Points**

##### **Special Topic**

#### **POPLHLTH 214 15 Points**

##### **Special Topic**

### **Stage III**

#### **POPLHLTH 301 15 Points**

##### **Health Systems 2**

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 101 and 15 points from STATS 101, 102, 108*

#### **POPLHLTH 302 15 Points**

##### **Health Services Internship**

Requires students to examine or research a



contemporary issue in health services, health management or health systems, and present their findings in an extended essay.

*Prerequisite:* POPLHLTH 202

**POPLHLTH 303** **15 Points**  
**Health Informatics**

Students will explore the development and management of information systems in contemporary New Zealand healthcare services. Health informatics concepts, conceptualised in different healthcare settings, are critically reviewed in terms of their practical application.

*Prerequisite:* POPLHLTH 101, 202

**POPLHLTH 304** **15 Points**  
**Principles of Applied Epidemiology**

The application of an epidemiological approach in population health, including study of the principles of epidemiological thinking, epidemiological study design and analyses, and the application of these findings to population health. Modules will be taught through specific themes for example, a life course approach or injury prevention.

*Prerequisite:* POPLHLTH 111, 202 and 15 points from STATS 101, 102, 108

**POPLHLTH 305** **15 Points**  
**Community Nutrition**

Provides students with an understanding of the nutritional practices and requirements in different sectors of the New Zealand population. Includes: socio-economic factors related to dietary habits; the health impacts of Māori and Pacific dietary habits; the relationship between diet, health, malnutrition and nutrition-related diseases; and the importance of nutrition education programmes.

*Prerequisite:* POPLHLTH 111, 206

**POPLHLTH 306** **15 Points**  
**Health Promotion 2**

Builds on the theory and practice in POPLHLTH 203, and examines in depth the relationship between economic and political processes and health status. The course also looks at the most effective strategies to put health promotion theory into practice. Mixed in with this will be an in-depth introduction to some of the emerging issues in health promotion, and a look at some of the specific areas of health promotion practice.

*Prerequisite:* POPLHLTH 203

**POPLHLTH 307** **15 Points**  
**Communities and Addictions**

Examines how addictions such as tobacco, alcohol, drugs and gambling seriously undermine the health of individuals and the communities in which they live and/or work. Case studies are used to understand the primary elements of community and cultural health development.

*Prerequisite:* 30 points at Stage II in Population Health

**POPLHLTH 310** **15 Points**  
**Special Topic**

**POPLHLTH 311** **15 Points**  
**Shaping Health Policy**

Investigates recent changes to the ways in which governments seek to intervene to improve a population's health. NZ case studies will be used to illustrate the interrelationships between research, policy and practice in a devolved health system and

the changing relationships between government agencies and health providers.

*Prerequisite:* POPLHLTH 202

**POPLHLTH 312** **15 Points**  
**Health and Pacific People in NZ**

An overview of the major health issues facing Pacific peoples, including analysis of the key determinants of health status, focusing on approaches to improving health for Pacific peoples through research, policy, public health programmes and health services. A critique of dominant paradigms of health and well-being in relation to Pacific communities in Aotearoa New Zealand is included with consideration of their effect on health outcomes.

*Prerequisite:* POPLHLTH 210

*Restriction:* POPLHLTH 201

**POPLHLTH 313** **15 Points**  
**Health in Asian Communities**

An overview of Asian health issues, including, the biological, ecological cultural, economic social and psychological factors that determine health for Asian New Zealanders is provided. Current practice, policy development and research priorities for Asian communities are included.

*Prerequisite:* POPLHLTH 210

**POPLHLTH 314** **15 Points**  
**Health Services Integration**

An exploration of the issues associated with integrating health services. Case studies form the basis for consideration of the ways in which primary and secondary healthcare may more effectively inform and be informed by public health programmes.

*Prerequisite:* 15 points from POPLHLTH 201, 210

**POPLHLTH 315** **15 Points**  
**Special Topic**

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**Postgraduate 700 Level Courses**

**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 704** **15 Points**  
**Undertaking Qualitative Health Research**

Provides practical experience in the appraisal and use of qualitative methods in research in health. The development of studies from research questions through design, conduct, and analysis and interpretation of such studies are examined in detail. Students are required to prepare a portfolio examining the use of a specific methodological approach in qualitative health research.

**POPLHLTH 705** **15 Points**  
**Evaluation Research Methods**

Provides a comprehensive outline of the nature of programme evaluation in the health sector and an overview of a variety of approaches to programme evaluation and the appropriate use of research tools. Includes logic models, stakeholder analysis, the development of objectives, indicators, client surveys and interviews. Emphasis on mixed



methods evaluation designs involving qualitative and quantitative data gathering.

**POPLHLTH 706 15 Points**  
**Statistics in Health Science**

An introduction to statistics and statistical methods for health scientists. Covers basic methods and tests, including regression.

**POPLHLTH 707 15 Points**  
**Statistics in Health Science 2**

Develops and builds on elementary statistical methods and prepares the student for advanced epidemiological and statistical analysis.

*Prerequisite: POPLHLTH 706*

**POPLHLTH 708 15 Points**  
**Epidemiology**

An introduction to epidemiological study design, measures of effect, screening, basic statistics for epidemiology and critical appraisal.

**POPLHLTH 709 15 Points**  
**Evidence for Best Practice**

Evidence based practice uses epidemiological data derived from valid and clinically relevant research. This includes the accuracy of diagnostic tests, the power of prognostic markers and the efficacy and safety of therapeutic, rehabilitative or preventive interventions. This evidence is integrated with relevant contextual evidence such as patient and practitioner values, social, cultural and economic considerations to inform best practice.

**POPLHLTH 711 15 Points**  
**Systematic Reviews and Meta-analysis**

An introduction to the principles and critical appraisal of systematic reviews and meta-analysis and their role in evidence-based practice. Topics include: protocol development, question formulation, identification of evidence, selection of studies for inclusion, appraisal and quality of included studies, extraction and recording of data, synthesis (meta-analysis) and interpretation of results, and application.

*Prerequisite: POPLHLTH 708 or 709 or equivalent experience*

**POPLHLTH 712 15 Points**  
**Clinical Trial Design, Analysis and Management**

An introduction to the methodological and practical aspects of clinical trial design, analysis and management. Participants will develop skills in designing and conducting randomised controlled trials.

*Prerequisite: POPLHLTH 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 721 15 Points**  
**Health Management**

The application of general management principles to health organisations and services, with particular reference to the nature of health organisations, managing with professionals, working with teams and designing teamwork, leadership in change, improving service delivery and organisational performance in a turbulent environment.

**POPLHLTH 722 15 Points**  
**Health Care Organisation**

The principles, structure, organisation and funding of health systems. Special reference to how the New Zealand health system operates and to current issues from an international perspective.

**POPLHLTH 724 15 Points**  
**Quality in Health Care**

Quality healthcare is examined with an emphasis on strategies that enable individuals, teams, and services within healthcare organisations to implement and sustain performance improvement. Allows students to explore the quality principles to an area of their own choice.

**POPLHLTH 725 15 Points**  
**Environmental Health**

Introduction to the mechanisms behind environmental hazards causing damage to human health. Links between industrial and agricultural development, environmental change and public health at local, national and global levels. The role of policies, legislation and public health actions in reducing environmental health risks.

**POPLHLTH 726 15 Points**  
**Health Protection**

Current issues will be used to illustrate principles of health protection as an element of public health at local and national levels. The main inter-related topic areas within health protection (communicable disease control and surveillance; non-communicable disease control; food safety; alcohol and tobacco; air and water quality) will be discussed, along with identification of health hazards, development of prevention strategies, and field implementation methods.

**POPLHLTH 729** 15 Points  
**Information and Strategic Health Management**  
 Examines the potential for information from all sources to enhance management and impact on strategy in the health sector and healthcare organisations.

**POPLHLTH 731** 15 Points  
**Child Health**  
 Need, assessment and evaluation of programmes concerning the health of infants and children and their families. Specific examples include injury and infection prevention, and child advocacy.

**POPLHLTH 732** 15 Points  
**Population Youth Health**  
 Youth injury prevention, resiliency factors and reproductive issues, and advocacy for young people. How do you make a difference in youth health? This course introduces key concepts in population youth health and utilises an evidence based approach and New Zealand practice examples to consider how youth health can be improved in communities and populations.

**POPLHLTH 733** 15 Points  
**Health Promotion Theory and Models**  
 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**  
 The genetic and neurobiological factors that predispose to addiction. The response of the brain to various addictive substances. The pharmacological, clinical and behavioural effects of alcohol, tobacco, opioids, marijuana, amphetamines and hallucinogens. Treatment of intoxication and withdrawal.

**POPLHLTH 739** 15 Points  
**Introduction to Pacific Health**  
 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 747** 15 Points  
**Loss, Grief and Bereavement**  
 Contemporary understandings of change, loss, grief and bereavement in a variety of settings and arising from different causes and situations. Theories and research pertaining to assessment and support procedures and services will be reviewed.

**POPLHLTH 749** 15 Points  
**Biology of Ageing**  
 The systematic analysis of the physiological changes in ageing and the relationship of these changes to current beliefs and theories around the ageing process. Current issues around biogerontology are discussed.

**POPLHLTH 750** 15 Points  
**Research Project in Population Health**

**POPLHLTH 751** 15 Points  
**Special Studies**

**POPLHLTH 752** 15 Points  
**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.

<b>POPLHLTH 754</b> <b>Health Leadership</b> Designed to help participants identify how they can take a leadership role within and across sectors that have an impact on health. Combines the relevant knowledge, theory, concepts, skills and personal development relating to leadership within the context of improving health.	<b>15 Points</b>	<b>POPLHLTH 761</b> <b>Special Topic</b>	<b>15 Points</b>
<b>POPLHLTH 755</b> <b>POPLHLTH 755A</b> <b>POPLHLTH 755B</b> <b>Applied Research Project</b> 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. <i>To complete this course students must enrol in POPLHLTH 755 A and B, or POPLHLTH 755</i>	<b>60 Points</b> <b>30 Points</b> <b>30 Points</b>	<b>POPLHLTH 762</b> <b>Special Topic</b>	<b>15 Points</b>
<b>POPLHLTH 756</b> <b>Health Services Analysis and Policy</b> Examines how social factors, financing systems, organisational systems processes, health technologies and personal behaviours affect health outcomes and quality of life. Provides an overview of current research on access to healthcare, healthcare expenditure, quality of care and evidence based management and policy. Provides students with the expertise to conduct quantitative analysis in health services research, and includes the use of statistical packages.	<b>15 Points</b>	<b>POPLHLTH 763</b> <b>Human Vaccinology</b> 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. <i>Restriction: POPLPRAC 755</i>	<b>15 Points</b>
<b>POPLHLTH 757</b> <b>Evaluation Theory and Practice</b> Provides an in-depth perspective of evaluation theory and practice, and their application to the health sector. There will be an advanced level focus (following on from POPLHLTH 705) on how to conduct evaluations using a variety of models and applying them to specific contexts. Suitable for students wishing to develop more advanced skills in evaluation. <i>Prerequisite: POPLHLTH 705 or permission from the Course Coordinator</i>	<b>15 Points</b>	<b>POPLHLTH 764</b> <b>Special Topic</b>	<b>15 Points</b>
<b>POPLHLTH 758</b> <b>Theoretical Concepts of Health</b> 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.	<b>15 Points</b>	<b>POPLHLTH 765</b> <b>Nutrition Interventions in Public Health</b> 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 759</b> <b>Clinical Leadership in Residential Care</b> Examines clinical leadership in residential care, including an in-depth exploration of models that support client centred and directed care, and the enhancement of clinical practice and client wellbeing utilising models of care and the role of advocacy. The course provides a broad framework for developing an understanding of clinical leadership in this environment and is directed at all health professionals providing services in the residential care sector.	<b>15 Points</b>	<b>POPLHLTH 766</b> <b>Special Topic</b>	<b>15 Points</b>
<b>POPLHLTH 760</b> <b>Principles of Public Health</b> 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.	<b>15 Points</b>	<b>POPLHLTH 767</b> <b>Research Methods for Health Services</b> 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. <i>Restriction: POPLHLTH 702</i>	<b>15 Points</b>
		<b>POPLHLTH 768</b> <b>Special Studies in Addiction and Mental Health</b>	<b>15 Points</b>
		<b>POPLHLTH 790</b>	<b>60 Points</b>
		<b>POPLHLTH 790A</b> <b>POPLHLTH 790B</b> <b>Dissertation</b> <i>Restriction: COMHLTH 790</i> <i>To complete this course students must enrol in POPLHLTH 790 A and B, or POPLHLTH 790</i>	<b>30 Points</b> <b>30 Points</b>
		<b>POPLHLTH 793A</b> <b>POPLHLTH 793B</b> <b>Research Portfolio</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 aspect of practice in health. <i>To complete this course students must enrol in POPLHLTH 793 A and B</i>	<b>45 Points</b> <b>45 Points</b>



**POPLHLTH 796A** 60 Points  
**POPLHLTH 796B** 60 Points  
**Thesis**  
*Restriction: COMHLTH 796*  
*To complete this course students must enrol in POPLHLTH 796 A and B*

## Population Health Practice

### Postgraduate 700 Level Courses

**POPLPRAC 701** 15 Points  
**Therapeutic Communication**  
 Critical analysis of patient-centred approaches to communication with a strong practical emphasis. Topics will reflect the learning needs of the participants as located within their own area of clinical practice, and may include: communication within family systems; preparing for and managing challenging and/or difficult communication situations, including the giving of bad news; appropriate communication styles, including assertiveness and managing conflict. The role of self in the therapeutic relationship will be explored.

**POPLPRAC 702** 15 Points  
**Primary Mental Health**  
 Provides an overview of the recognition and primary care management of adult mental health. A clinically focused course for primary care practitioners. The content covers high prevalence conditions (depression, anxiety, adjustment disorders) along with assessment and treatment options. Long term conditions – bipolar affective disorder and schizophrenia are discussed. Topics include recovery, cultural approaches, resilience, psychosomatic interface, stigma, CBT techniques for depression, insomnia, and alcohol and drugs.

**POPLPRAC 707** 15 Points  
**Theory and Skills in Counselling Practice**  
 The theory, research and practice regarding counselling and psycho-therapeutic approaches used in mental health and addiction service contexts. Approaches will be critically examined in terms of history, theory, social context and trends in research. Particular attention will focus on counselling methods currently in use within services.

**POPLPRAC 708A** 15 Points  
**POPLPRAC 708B** 15 Points  
**Assessment and Intervention with Addiction**  
 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, whanau, and communities. It will involve regular review of practice using case-based scenarios filmed with feedback from tutors, mentors and peers.  
*To complete this course students must enrol in POPLPRAC 708 A and B*

**POPLPRAC 709** 15 Points  
**Gambling and Health**  
 Provides an overview of gambling in New Zealand with an emphasis on historical, social, psychological and public health perspectives. It examines the emergence of harm from gambling and reviews research and theory as applied in services at the level of prevention, intervention and treatment.

**POPLPRAC 710** 15 Points  
**Health Promotion: Practicum**  
 Theoretical and practical principles of health promotion processes, combined with practical experience, in the context of relevant organisations, community groups and research projects. Students are expected to find their own placement for the practicum.

**POPLPRAC 711** 15 Points  
**Health Promotion in Pacific Community Development**  
 Allows supervised experience for students in a Pacific-specific service. A course of study relevant to the area of placement will be prescribed.

**POPLPRAC 712** 15 Points  
**Project Planning for Lifestyle Change**  
 Focuses on the planning and development of interventions aimed at addressing lifestyle issues such as alcohol and other dangerous consumptions, obesity, lack of exercise and mental trauma. Students synthesise strategies from published literature and adapt them pragmatically for application in local contexts. Interventions will include those occurring in communities, primary and mental healthcare settings, hospitals, workplaces, and educational institutions.

**POPLPRAC 713** 15 Points  
**Understanding Health Behaviour**  
 Designed for primary health practitioners to provide understanding about how and why individuals may (or may not) make changes to their health behaviour. It provides a background in long-term lifestyle protective and risk factors for disease. Examples of lifestyle behaviours contributing to disease are examined, with a focus on how diet and exercise affect obesity, diabetes and cancer. Models for promoting personal health behaviour change are critiqued.

**POPLPRAC 714** 15 Points  
**Facilitating Behaviour Change**  
 Introduces practical skills for primary care professionals to facilitate healthy behaviours in healthy people (primary prevention) and to improve lifestyle behaviour choices and enable self-care in patients with long-term disease (secondary prevention). Social, psychological and biomedical evidence will be used to inform behavioural modification-based programmes. Includes practical sessions employing a variety of tools and imparting experiential skills for facilitating patient health behaviour change.

**POPLPRAC 715** 30 Points  
**POPLPRAC 715A** 15 Points  
**POPLPRAC 715B** 15 Points  
**Practicum in Population Health**  
 Learning of advanced knowledge and skills, and supervised experience within an area of Population Health.  
*To complete this course students must enrol in POPLPRAC 715 A and B, or POPLPRAC 715*

**POPLPRAC 716** 15 Points  
**Practicum in Pacific Health**  
 Supervised experience for students in a Pacific-specific health environment. A course of study relevant to the area of placement will be provided.

**POPLPRAC 717** 15 Points  
**Coexisting Disorders: Theory and Principles**  
 Suitable for students who work within both the mental health and the alcohol and drug services. It introduces students to research and theory on coexistent



disorders and examines recent developments in intervention strategies from a theoretical point of view.

**POPLPRAC 718 15 Points**

**Coexisting Disorders: Interventions**

Develops the theoretical ideas in practice introduced in Coexisting Disorders: Theory and Principles. Additionally, students have an opportunity to reflect on the organisation of services to people with a dual diagnosis and the best practice that is offered within them.

*Prerequisite: POPLPRAC 717*

**POPLPRAC 719 15 Points**

**Essentials of Palliative Care**

Philosophy of palliative care, self-care including professional supervision and debriefing, cultural and ethical issues in palliative care, pain and other symptom management, loss, grief and spirituality issues in palliative care. Palliative care interventions such as paracentesis and thoracentesis. Coordination and planning of future care.

**POPLPRAC 720 15 Points**

**Psychosocial Issues in Palliative Care**

The psychological and social study of patients with cancer or active, progressive disease, unresponsive to curative treatment. Existential philosophy and models of coping with suffering, communication in palliative care, psychiatric disorders in palliative care, and bereavement.

**POPLPRAC 721 15 Points**

**Reflective Practice in Palliative Care**

Advanced study in an appropriate area of palliative care that is of special interest to the student as approved by the Head of School.

**POPLPRAC 722 15 Points**

**Foundations of Clinical Symptom Management in Palliative Care**

Management of pain, nausea and vomiting, respiratory symptoms, bowel care, mouth and skin care, cognitive mood and sleep disorders, oncological emergencies, palliative care for non malignant conditions, HIV/AIDS, and paediatric palliative care.

**POPLPRAC 723 15 Points**

**Clinical Symptom Management in Palliative Care 2**

Advanced concepts of the management of symptoms in a variety of palliative care situations.

**POPLPRAC 724 15 Points**

**Child and Adolescent Palliative Care**

An examination of specific palliative care issues related to the care of children, adolescents, and their families.

**POPLPRAC 725 15 Points**

**Principles of Gerontology**

The basic biology, demographics, social policy, sociology, psychology and economics of ageing.

**POPLPRAC 726 15 Points**

**Health Services for Older People**

Regulatory and accreditation requirements for facilities caring for the elderly in a wide variety of organisations and models of care for the elderly. Critical review of innovative services in elderly care.

**POPLPRAC 727 15 Points**

**Mental Health in Old Age**

The psychological aspects of ageing, common psychiatric presentations in the elderly, sleep

disturbance, grief and loss, anxiety disorders, drug and alcohol abuse, depression, delirium, dementia, behavioural disorders, psychosis, and medico-legal aspects.

**POPLPRAC 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 743 15 Points**

**Upper Limb and Spine**

The management of acute and chronic sporting injuries of the upper limb and spine including: initial management, surgical intervention, and rehabilitation.

**POPLPRAC 744 15 Points**

**Lower Limb and Physiotherapy**

The management of acute and chronic sporting injuries of the lower limb including: initial management, surgical intervention, and rehabilitation. Physiotherapy principles in relation to diagnosis, management and rehabilitation are covered.

**POPLPRAC 745 15 Points**

**Sports Medicine in the Community**

The role of the doctor and physiotherapist in community settings including: their role in team sports, community sports event medical cover, environmental medicine, exercise for health, exercise physiology and sports psychology.

**POPLPRAC 746 15 Points**

**Medical Issues in Sport**

Management of medical conditions in sports people and the interaction of exercise and medical conditions, including diabetes, asthma and infections. Other topics covered include: pain management, immunology, rheumatology, ENT, the female athlete, haematology, pharmacology and drugs in sport.

**POPLPRAC 747 45 Points**

**POPLPRAC 747A 22.5 Points**

**POPLPRAC 747B 22.5 Points**

**Practical Sports Medicine**

Practical sports medicine skills including injury management, along with the duties of team health professionals, and drugs in sport.

*Corequisite: POPLHLTH 709, POPLPRAC 743, 744, 745, 746*

*To complete this course students must enrol in POPLPRAC 747 A and B, or POPLPRAC 747*

**POPLPRAC 753 15 Points**

**Special Studies**

**POPLPRAC 754 15 Points**

**Infant, Child and Adolescent Primary Mental Health**

Provides an overview of the recognition and primary care management of mental health in the under-eighteen age group. A clinically focused course for primary care practitioners. The content covers attachment, early intervention, development, risk

assessment, resilience and families. Topics include depression, anxiety disorders, substance use, eating disorders, first episode psychosis, pain, somatic presentations, disruptive behaviour disorders and common behavioural problems.

**POPLPRAC 755** 15 Points  
**Special Topic**

**POPLPRAC 756** 30 Points  
**Adult Rehabilitation Studies**

Focuses on the rehabilitation of adults with an acquired or traumatic condition; including an in-depth exploration of the philosophy of rehabilitation interwoven with the development of clinical rehabilitation skills. The concepts addressed in rehabilitation reflect the eclectic nature of the discipline.

*Restriction: POPLPRAC 728*

**POPLPRAC 757** 15 Points  
**Special Topic**

**POPLPRAC 760** 30 Points  
**Special Topic: Clinical Leadership in Residential Care**

**POPLPRAC 761** 30 Points  
**Special Topic**

**POPLPRAC 762** 15 Points  
**Special Topic**

**POPLPRAC 763A** 15 Points  
**POPLPRAC 763B** 15 Points

**Urgent Primary Orthopaedic Surgical Care**

Combines theoretical knowledge with clinical practice. Covers primary care, urgent and emergency orthopaedic and plastic surgical conditions including spinal, limb and pelvic fractures, bites and stings, burns and wound care. Practical skills relevant to acute injuries including X-ray assessment, fracture and dislocation reduction, plastering bones, local anaesthesia and suturing wounds.

*Corequisite: POPLHLTH 709, POPLPRAC 739, 740, PAEDS 714*

*Restriction: POPLPRAC 737, 738, 741*

*To complete this course students must enrol in POPLPRAC 763 A and B*

**POPLPRAC 764** 15 Points  
**Special Topic**

## Psychiatry

### Postgraduate 700 Level Courses

**PSYCHIAT 713** 15 Points  
**Special Topic in Mental Health**

**PSYCHIAT 740** 15 Points  
**Child and Adolescent Psychopathology**

Includes teaching on conceptualisation of mental disorder in children and adolescents, specifically considering the benefits and pitfalls of an illness model. The major focus will be a biopsychosocial and developmental perspective and there will be specific teaching focusing on the DSM IV classification in child and adolescent psychiatry.

**PSYCHIAT 741** 15 Points  
**Therapy in Child and Adolescent Mental Health – Theory**

Covers the range of treatment modalities used in child and adolescent mental health. Rationale and nature of current therapies will be covered. Students will

undertake critical appraisal of the evidence base for therapy pertinent to specific clinical situations.

*Prerequisite: PSYCHIAT 740*

**PSYCHIAT 746** 15 Points  
**Research Topic in Forensic Psychiatry**

A detailed research study of key issues in forensic psychiatry.

**PSYCHIAT 747** 15 Points  
**Child and Adolescent Development**

Evaluation of research support for major conceptual and theoretical frameworks for understanding development will be addressed. There will be a focus on specific aspects of development in relation to mental health in childhood and adolescence. These will include: theories of attachment, cognitive development, and social and emotional development in the context of the family; and identity and self-concept issues in adolescence.

**PSYCHIAT 760** 15 Points  
**Legal Issues in Psychiatry**

An overview of the key issues in the interface between the law and psychiatry, including issues in criminal law (legal insanity, fitness to stand trial, sentencing issues of mentally abnormal offenders), mental health law and civil forensic psychiatry. Report writing and the principles of expert testimony will be addressed.

**PSYCHIAT 761** 15 Points  
**Clinical Forensic Psychiatry 1**

Addresses the major clinical themes of forensic psychiatry. Students will develop an understanding of the relationship between mental disorder and dangerous behaviour, the principles of risk assessment and management, and the service needs of mentally abnormal offenders.

**PSYCHIAT 762** 15 Points  
**Clinical Forensic Psychiatry 2**

Examines the literature in detail in relation to key forensic psychiatric issues including: the assessment of risk of violence, the impact of treatment services, the nature and application of the concept of psychopathy, and the role and directions of forensic psychiatric research.

*Prerequisite: PSYCHIAT 761*

**PSYCHIAT 766** 15 Points  
**Special Topic**

**PSYCHIAT 767** 15 Points  
**Special Studies**

**PSYCHIAT 768** 30 Points

**PSYCHIAT 768A** 15 Points

**PSYCHIAT 768B** 15 Points

**Clinical Skills in Child, Adolescent and Family Mental Health Assessment**

The clinical skills of assessment, formulation and case recording of children and adolescents, and their families within a mental health setting. An amalgam of theory and practice including methods of assessment, assessment of specific psychiatric disorders, assessment interviewing skills, processing and synthesis of clinical assessment information in written work.

*Corequisite: PSYCHIAT 740, 747*

*Restriction: PSYCHIAT 748, 749*

*To complete this course students must enrol in PSYCHIAT 768 A and B, or PSYCHIAT 768*

**PSYCHIAT 769 15 Points****CBT with Children, Adolescents and their Families 1**

Explores Cognitive Behavioural Therapy (CBT) as an evidence-based treatment for children, adolescents and their families, and covers both theoretical and practical applications of CBT. Specifically designed for New Zealand based practitioners working clinically and/or therapeutically with families, students will learn the CBT model, treatment packages and strategies for depression and anxiety. There is also a strong focus on culturally appropriate interventions (especially those appropriate for Māori).

*Prerequisite: PSYCHIAT 740, 747*

**PSYCHIAT 770 15 Points****CBT with Children, Adolescents and their Families 2**

Examines advanced knowledge and skills applied to complex disorders. Builds on PSYCHIAT 769 and further extends the practitioner's knowledge and skill base to include more complex issues of Trauma, Anger, DBD, Self-esteem, OCD and Personality. The strong cultural focus continues, with issues for Māori families being considered in more depth. Students will also have access to New Zealand CBT resources and practice more in-depth CBT skills.

*Prerequisite: PSYCHIAT 769*

**PSYCHIAT 771 15 Points****Special Topic****PSYCHIAT 772 15 Points****Special Topic**


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## Faculty of Science

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### Anthropological Science

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*For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.*

### Applied Geology

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*For the list of courses please refer to the Bachelor of Science (Honours), Master of Science and Postgraduate Diploma in Science Schedules. Prescriptions are listed under their respective subject codes.*

### Applied Mathematics

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*For the list of courses please refer to the Bachelor of Science, Bachelor of Science (Honours), Postgraduate Diploma in Science and Master of Science Schedules. Prescriptions are listed under their respective subject codes.*

### Bioinformatics

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**Stage III****BIOINF 301 15 Points****Introduction to 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: BIOSCI 359*

**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 703 15 Points****Genome Bioinformatics and Systems Biology**

Advances in genetic sequencing technologies are rapidly changing our ability to determine the genome sequence and to explore the gene expression profiles of organisms. Relevant computational methods, including graph theory, string comparison and pattern matching, will be discussed, along with their application to genome assembly, metagenomics, gene-gene interaction and systems biology.

*Prerequisite: BIOINF 701 or equivalent*

**BIOINF 704 15 Points****Statistical Bioinformatics**

Introduction to the analysis of microarray and gene expression data, and of gene association studies.

**BIOINF 761 15 Points****MSc Thesis Proposal**

An extensive review of background material associated with the thesis topic, and a detailed outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.

**BIOINF 789A 22.5 Points****BIOINF 789B 22.5 Points****Project in Bioinformatics**

*Prerequisite: BIOSCI 359 and approval of Programme Director*

*Restriction: COMPSCI 789, STATS 789*

*To complete this course students must enrol in BIOINF 789 A and B*

**BIOINF 796A 60 Points****BIOINF 796B 60 Points****MSc Thesis in Bioinformatics**

*To complete this course a student must enrol in BIOINF 796 A and B*



## Biological Sciences

### Foundation Courses

#### BIOSCI 91F 15 Points Foundation Biology 1

An introduction to unity in biological sciences. The structures and processes common to all living things at the cellular and molecular levels are introduced in the first half of the course. Genetic principles and processes and an overview of evolutionary concepts are explored in the second half. Laboratory classes complement and reinforce lecture material and several are computer-based utilising multi-media learning tools.

*Restriction: BIOSCI 91W*

#### BIOSCI 92F 15 Points Foundation Biology 2

Concepts introduced in BIOSCI 91F are further developed with an emphasis on the diversity of living things (including bacteria, plants, fungi and animals). Fundamentals of classification and ecology are introduced and the study of a current topic in biology is used to develop research and critical thinking skills. Practical classes are both laboratory and field-based.

*Restriction: BIOSCI 92W*

### Preparatory Courses

#### BIOSCI 91P 15 Points Preparatory Biology 1

A preparatory introduction to unity in biological sciences. The structures and processes common to all living things at the cellular and molecular levels are introduced in the first half of the course. Genetic principles and processes and an overview of evolutionary concepts are explored in the second half. Laboratory classes complement and reinforce lecture material and several are computer-based utilising multi-media learning tools.

*Restriction: BIOSCI 91F, 91W*

#### BIOSCI 92P 15 Points Preparatory Biology 2

Concepts explored in BIOSCI 91P are further developed with an emphasis on the diversity of living things (including bacteria, plants, fungi and animals). Fundamentals of classification and ecology are introduced and the study of a current topic in biology is used to develop research and critical thinking skills. Practical classes are both laboratory and field-based.

*Restriction: BIOSCI 92F, 92W*

### Stage I

#### BIOSCI 100 15 Points

#### BIOSCI 100G 15 Points

##### Antarctica: The Frozen Continent

A general introduction to Antarctica and its environs including the Southern Ocean and the sub-Antarctic islands. Emphasis will be placed on the evolution of Antarctica and how resident plants, animals and micro-organisms have adapted to cope with the extreme environment. Specific topics to be addressed include: the history of Antarctic exploration and its impact on the development of Antarctic science, Antarctic ecosystems, Antarctica as a wilderness region, and the impact of humans including the exploitation of resources and the effects of pollution.

This course is suitable for students with both science and non-science backgrounds.

#### BIOSCI 101 15 Points Essential Biology: From Genomes to Organisms

An introduction to the structures and processes which are common to micro-organisms, animals and plants at the cellular, molecular and biochemical levels. Genetic principles and processes and an overview of evolution and evolutionary concepts are included. *This course assumes a knowledge of NCEA Level 3 Biology and at least NCEA Level 2 Chemistry.*

#### BIOSCI 102 15 Points Plants, Microbes and Society

A multidisciplinary approach is taken to studying the relationships between plants, microbes and humans. The course begins with an introduction to the key characteristics of plants and microbes and then goes on to show how they are used for food and pharmaceuticals. The impact of plants and microbes on human health, as well as their role in a variety of industrial and biotechnological processes, will be highlighted.

#### BIOSCI 103 15 Points Comparative Animal Biology

A comparative approach to the study of animals, focusing on the processes which underlie and unite all animal life. Emphasis will be placed on evolutionary relationships and history, and on the relationship between form and function and the predictability of animal design. Reference will be made to the New Zealand fauna and to other animals of economic or evolutionary importance, where appropriate.

#### BIOSCI 104 15 Points

#### BIOSCI 104G 15 Points New Zealand Ecology and Conservation

An introduction to the diversity of animals and plants in New Zealand including endemic, native and introduced species, biogeographical and evolutionary relationships, community structure and interrelationships, behaviour and ecology, Māori perspectives in biology, and current conservation, environmental, social, animal welfare and economic issues relevant to New Zealand biology.

#### BIOSCI 106 15 Points Foundations of Biochemistry

Biochemical reactions as essential elements of life processes with reference to the genes that control them. Material covered includes: the molecular structure and action of proteins, the synthesis and metabolism of carbohydrates and fats in the fed and starved states, and elements of enzymology, energetics, metabolism, nutrition and hormonal control in health, physical performance and disease. Reference will be made to specific biomedical examples, where appropriate.

#### BIOSCI 107 15 Points Biology for Biomedical Science: Cellular Processes and Development

The cellular basis of mammalian form and function including embryology and development. Particular emphasis will be placed on the cellular components of the blood, neural, muscular, reproductive, immune and supporting systems, and how they contribute to the structure and function of the body as a whole.



**Stage II****BIOSCI 201 15 Points**  
**Cellular and Molecular Biology**

The basic structures of biomolecules, the evolution and structure of cells and their organisation into tissues and organs are examined first. This is followed by a study of the nucleus, the regulation of gene expression, and DNA, RNA and protein synthesis. Further sections deal with cell behaviour, development, cancer and the basis of immunity.

*Prerequisite:* BIOSCI 101, and 30 points from BIOSCI 102–107, 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:* 30 points from Stage I Biological Sciences including BIOSCI 101

**BIOSCI 203 15 Points**  
**Biochemistry**

Presents core areas of modern biochemistry. Emphasis is on macromolecular structure and function. Areas covered include protein structure, oxygen and carbon dioxide transport in humans and other species, metabolism in mammals, proteases and human disease, cholesterol metabolism and transport and signal transduction.

*Prerequisite:* BIOSCI 101, 106 and 15 points from CHEM 110, 120

**BIOSCI 204 15 Points**  
**Principles of Microbiology**

An introduction to the diversity, physiology and functions of microorganisms (prokaryotes, eukaryotes, viruses) as individuals and as communities. The fundamental roles of microorganisms in ecosystems, health and disease are considered alongside methods for their isolation and study. Microbial applications in biotechnology, food production, agriculture and industry are also discussed.

*Prerequisite:* BIOSCI 101 and at least 15 points from BIOSCI 102, 106, 107

**BIOSCI 205 15 Points**  
**Plant, Cell and Environment**

Unlike animals, plants cannot move to respond to changes in their environment. Plants have evolved diverse signaling systems and the ability to grow towards their essential resources. Explores the intricate ways plants function, how they are able to respond to developmental and environmental signals at the whole plant and cellular level.

*Prerequisite:* BIOSCI 101 and 15 points from BIOSCI 102, 104, 106, 107

**BIOSCI 206 15 Points**  
**Principles of Ecology**

An examination of ecosystem processes, factors that affect distribution and interactions of organisms, population ecology, and applications of ecology such as restoration and conservation. The key principles of ecology are taught in a New Zealand context emphasising an experimental approach.

*Prerequisite:* BIOSCI 101, 104 and 15 points from either STATS 101 or 108

**BIOSCI 207 15 Points**  
**Adaptive Design**

The principles of evolutionary adaptation to different habitats and their application to behaviour, morphology, physiology and life histories. Comparative examples are drawn from diverse life forms and contexts, including the biology of dinosaurs, how animals navigate, the evolution of ageing, costs and benefits of sex and an evolutionary account of human nutritional biology.

*Prerequisite:* BIOSCI 101 and 15 points from BIOSCI 102–104, 106, 107

**BIOSCI 208 15 Points**  
**Invertebrate Diversity**

Invertebrates make up over 95 percent of animal species. This course explores the biology of invertebrates with an emphasis on structure, function, life histories, behaviour and ecology. Invertebrate diversity is examined in a variety of environments, using New Zealand examples where possible, and provides the basis for advanced courses in conservation and marine ecology.

*Prerequisite:* BIOSCI 101, 103

**BIOSCI 209 15 Points**  
**Biometry**

An introduction to statistical methods for biological and environmental scientists. Students will learn how to carry out various statistical analyses using computer packages, as well as how to interpret and communicate the results. The topics covered include: experimental design and sampling, regression and analysis of variance models, analysing frequencies and counts, and basic multivariate techniques commonly used in biology.

*Prerequisite:* 15 points in either STATS 101 or 108 and 30 points from Biological Sciences, Environmental Sciences or Geography

*Restriction:* STATS 201, 207, 208

**BIOSCI 210 15 Points**  
**Evolution and the Origins of Life**

Covers basic concepts in evolutionary biology including Darwin and the theory of evolution by natural selection, phylogenetics, population genetics, molecular evolution, speciation and extinction. The extent to which Darwin's theory of evolution by natural selection can explain the origins of biological complexity is explored.

*Prerequisite:* BIOSCI 101 and 15 points from BIOSCI 102, 103, 104, 106, 107

**Stage III****BIOSCI 320 15 Points**  
**Pure and Applied Entomology**

An introduction to the systematics of insects describing the characters that define the major lineages, discussion of the role insects play in different ecological systems, and insect anatomy, physiology, and genetics. Their impact on agriculture and as disease vectors is discussed with descriptions of various control methods for insect pests and how these methods are integrated. Students wishing to complete a course in plant protection should take both BIOSCI 320 and 321.

*Prerequisite:* BIOSCI 103 and 15 points from Stage II Biological Sciences courses

**BIOSCI 321 15 Points**  
**Plant Pathology**

Micro-organisms are of major importance to

agriculture. This course will examine the biology of plant pathogens, plant-microbial interactions at the cellular and sub-cellular level, and the epidemiology and control of plant diseases. Practicals will focus on techniques for isolation, culture, identification and study of plant pathogens.

*Prerequisite:* 15 points from BIOSCI 204, 205

**BIOSCI 322** **Evolution of Genes, Populations and Species** **15 Points**

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** **Plant Diversity** **15 Points**

An introduction to plant systematics, plant reproductive strategies, and the evolution of plants with a comprehensive survey of the characteristics and distributions of the major plant groups. Coverage will also include classical and phylogenetic approaches to plant identification, and applications of systematics. Practical work will focus on tools for identifying plants, introduction to plant diversity in the lab and field, and development of a herbarium collection.

*Prerequisite:* BIOSCI 102 or 104 and 30 points at Stage II in Biological Sciences, Environmental Science or Geography

**BIOSCI 328** **Fisheries and Aquaculture** **15 Points**

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** **Biology of Fish** **15 Points**

A comprehensive coverage of the biology of fish including their evolution, diversity and organism biology. Coverage includes habitats of particular interest to New Zealand such as Antarctica, the deep sea, coral and temperate reefs, and New Zealand's lakes and rivers.

*Prerequisite:* 15 points from BIOSCI 207, 208

**BIOSCI 330** **Freshwater and Estuarine Ecology** **15 Points**

The structure, biodiversity and ecology of lakes, streams, wetlands and estuaries and linkages with near-shore marine habitats. Emphasis is placed on the role of science in monitoring and managing these ecosystems. Case studies include the impact of Auckland's urban sprawl on stream, estuarine and near-shore marine habitats, and local estuaries as nurseries for fish.

*Prerequisite:* BIOSCI 206, or 104 and 15 points from BIOSCI 205, or 207 or 208 and STATS 101 or 108

**BIOSCI 333** **15 Points**

**Marine Ecology**

Patterns and processes in marine ecology and biodiversity are described; including animal and plant interactions, benthic and pelagic habitats, biogeography, productivity and physiology. Applied aspects include resources such as fisheries and aquaculture, survey methods, and pollution. Other lectures cover nutritional and chemical ecology and invertebrate reproduction.

*Prerequisite:* BIOSCI 206, or 104 and 15 points from BIOSCI 205, or 207 or 208 and STATS 101 or 108

**BIOSCI 335** **15 Points**

**Ecological Physiology**

Focuses on the strategies used by animals to cope with physical and biological challenges in the environment. Accordingly, we work at the level of the individual and the interface between physiological, biochemical or molecular approaches on the one hand, and ecology on the other. The adaptive strategies employed by a range of species, with an emphasis on aquatic organisms, in response to physical factors such as temperature, oxygen and food availability, are considered. Energetics and nutrition are emphasised. The course aims to meet the needs of students with ecological interests wishing to recognise the experimental approach to solving problems in environmental biology. The practical work is project oriented rather than laboratory based.

*Prerequisite:* 15 points from BIOSCI 207, 208

**BIOSCI 337** **15 Points**

**Animal Behaviour**

Proximate and ultimate causes of behaviour are investigated experimentally in the field and the laboratory. Responses by animals to variations in the physical environment and to other organisms are studied. The development and organisation of behaviour and the theoretical background to topics of current interest are covered, using both New Zealand and overseas examples. A knowledge of BIOSCI 206 is recommended.

*Prerequisite:* BIOSCI 207 and STATS 101 or 108 or BIOSCI 209

**BIOSCI 340** **15 Points**

**Plant Cell Biology and Biotechnology**

Explores the cellular basis of how plants develop, function and respond to the environment and how this knowledge is applied to biotechnology. Topics include: methods in plant cell biology, control of gene expression, control of cell shape, intracellular transport and targeting, plant growth hormones and signaling, controlled flowering, structures and biosynthesis of plant cell walls and horticultural biotechnology.

*Prerequisite:* BIOSCI 201 or 202 or 205

**BIOSCI 347** **15 Points**

**Environmental Microbiology and Biotechnology**

The ecology and physiology of micro-organisms in natural and engineered environments. Key themes include marine microbiology, the importance of microbial symbioses to life on Earth, and contemporary research methods in microbiology. Processes such as wastewater treatment and the production of bioactives are used to emphasise exploitation of

microbial metabolism for environmental biotechnology purposes.

*Prerequisite:* 15 points from BIOSCI 204, MOLMED 201, MEDSCI 202

*Restriction:* BIOSCI 352

### **BIOSCI 348** **15 Points** **Food and Industrial Microbiology**

The use and scientific fundamentals of micro-organisms in the production of foods and food additives, 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, MOLMED 201, MEDSCI 202

*Restriction:* BIOSCI 352

### **BIOSCI 349** **15 Points** **Biomedical Microbiology**

The major biochemical, physiological and genetic systems involved in the biology of micro-organisms affecting human health. Properties of micro-organisms important in pathogenesis and virulence, and examples of infectious diseases. The molecular response of the host cells during infection; the molecular basis for antimicrobial therapy, acquisition of resistance, and vaccination; use of micro-organisms in medical biotechnology.

*Prerequisite:* BIOSCI 201 and either BIOSCI 204 or MEDSCI 202

### **BIOSCI 350** **15 Points** **Protein Structure and Function**

The relationship of molecular structure to protein function will be emphasised. Techniques for the purification, characterisation, production of native and recombinant proteins and three-dimensional structure determination will be combined with a description of protein structure. Specific groups of proteins will be selected to illustrate structure/function relationships and protein evolution.

*Prerequisite:* BIOSCI 201, 203

### **BIOSCI 351** **15 Points** **Molecular Genetics**

The analysis of genetic material in prokaryotes, viruses, yeast, plants and humans is addressed. The means by which genetic information is transferred and the mechanisms underlying genome diversity will be examined, together with the study of eukaryote genomes at the level of chromosome structure and organisation. The molecular mechanisms underpinning selected inherited human disorders will be discussed as well as the role of model species in understanding normal and perturbed biological pathways.

*Prerequisite:* BIOSCI 201, 202

### **BIOSCI 353** **15 Points** **Molecular and Cellular Regulation**

The molecular mechanisms which mediate intracellular sorting and targeting of biologically active molecules and the networks of intracellular and extracellular signals which regulate cell function form the focus of this course. The roles of growth factors, oncogenes, plasma membrane receptors, nuclear receptors, ion channels and membrane transporters are emphasised.

*Prerequisite:* BIOSCI 201, 203

### **BIOSCI 354** **15 Points**

#### **Gene Expression and Gene Transfer**

Molecular biology of plant and animal cells is stressed in topics covering gene expression and genetic engineering. These include: methods of gene isolation, transcription factors and the control of gene expression, animal viruses as gene vectors, gene therapy in humans and genetic engineering of livestock, methods of gene transfer in plants, and examples of genetic engineering for crop improvement.

*Prerequisite:* BIOSCI 202 and either 201 or 203 or 205

### **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, 202

### **BIOSCI 358** **15 Points**

#### **Nutritional Science**

The scientific basis of nutrition focusing on its biochemistry and physiology in health and disease. Nutritional aspects of carbohydrates, fats, proteins, vitamins and trace nutrients are covered in an integrated manner. The methodologies which underpin nutritional science and its applications are included. Reference will be made to a broad range of examples, and a number of specific nutritional topics of current interest will also be included.

*Prerequisite:* BIOSCI 203

### **BIOSCI 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:* 30 points at Stage II in either Biological Sciences or Geography

### **BIOSCI 396** **15 Points**

#### **Terrestrial Ecology**

Experimental and theoretical population and community ecology focusing on the interactions and environmental forces controlling the distribution and abundance of terrestrial populations of plants and animals. Both New Zealand and international examples will be used to explain the fundamental processes shaping ecological systems throughout the world.

*Prerequisite:* BIOSCI 206, or 104 and 15 points from BIOSCI 205, or 207 or 208 and STATS 101 or 108



**Postgraduate 700 Level Courses****BIOSCI 724** 15 Points  
**Marine Ecology**

Current topics in marine ecology at the population, community, and ecosystem level. Seminars focus on ecology and evolution in a life-history context, including topics on fertilisation, larval development, and recruitment.

**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 728** 15 Points  
**Neuroethology**

The experimental study of the neural basis of behaviour, including current topics in sensory systems (eg, vision, olfaction, audition, lateral line, electro- and magneto-reception) together with neural mechanisms underlying biological rhythms. The application of neuroethology to biomimetic systems will also be discussed. A sound understanding of BIOSCI 337 or equivalent is assumed.

**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.



<b>BIOSCI 738</b> <b>Advanced Biological Data Analysis</b> 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. <i>Prerequisite: 15 points from BIOSCI 209, STATS 201, 207, 208, or equivalent</i>	<b>15 Points</b>	<b>BIOSCI 752</b> <b>Plant Genomics and Biotechnology</b> 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.	<b>15 Points</b>
<b>BIOSCI 739</b> <b>Dialogues in Biology</b> Cross-disciplinary issues in biology will be debated and explored including ethical and commercial issues underpinning science as a vocation; genetic engineering; development, and evolution versus genetic reductionism; environmentalism, conservation and biodiversity, the role of taxonomy, the history and philosophy of biological science.	<b>15 Points</b>	<b>BIOSCI 753</b> <b>Synthesis of Plant Products and Foods</b> 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.	<b>15 Points</b>
<b>BIOSCI 741</b> <b>Applied Microbiology and Biotechnology</b> 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.	<b>15 Points</b>	<b>BIOSCI 754</b> <b>Plant Genomes and Gene Expression</b> 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.	<b>15 Points</b>
<b>BIOSCI 747</b> <b>Biosecurity and Invasion Biology</b> 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.	<b>15 Points</b>	<b>BIOSCI 755</b> <b>Genomics and Gene Expression</b> 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.	<b>15 Points</b>
<b>BIOSCI 748</b> <b>Weed and Pest Management</b> 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.	<b>15 Points</b>	<b>BIOSCI 756</b> <b>Proteomics and Protein Interactions</b> Proteomics describes a field of research concerned with the large-scale study of protein expression and function. Highlights biochemical approaches used to link protein sequence and function. The application of proteomics to drug action, discovery and toxicology will be included. A sound understanding of BIOSCI 350 or equivalent is assumed.	<b>15 Points</b>
<b>BIOSCI 749</b> <b>Ecology of Microbial Interactions</b> 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.	<b>15 Points</b>	<b>BIOSCI 757</b> <b>Structural Biology</b> A selection of contemporary topics in the field of structure and function of important biomolecules and cellular activities. Topics may include: protein folding in the cell; motor proteins; influenza and HIV; protein structure determination; protein structure and function from genomic data. A sound understanding of BIOSCI 350 or equivalent is assumed.	<b>15 Points</b>
<b>BIOSCI 751</b> <b>Advanced Plant Pathology</b> Addresses selected topics in plant pathology. Modern research on issues relating to biosecurity, plant disease spread (epidemiology) and plant pathogen interactions (disease resistance and susceptibility) will be investigated and discussed. A sound understanding of BIOSCI 321 or equivalent is assumed.	<b>15 Points</b>	<b>BIOSCI 758</b> <b>Development, Differentiation and Disease</b> 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.	<b>15 Points</b>

**BIOSCI 759** 15 Points  
**Molecular Cell Biology and Biomedicine**  
 Explores recent advances in cell biology that have led to a greater understanding of a variety of cellular processes at the molecular level. Emphasis will be placed on biochemical and genetic approaches to understand disease mechanisms at the cellular level. A sound understanding of either BIOSCI 349 or 353 or MEDSCI 314 or equivalent is assumed.

**BIOSCI 761** 15 Points  
**MSc Thesis Proposal**  
 An extensive review of background material associated with the thesis topic, and a detailed outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.

**BIOSCI 762** 15 Points  
**BSc(Hons) Dissertation Proposal**  
 A review of the literature associated with the dissertation topic and an outline of the proposed research and its significance. Students will also be required to present an overview of the proposal in a seminar.

**BIOSCI 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

*Students wishing to access course descriptions for undergraduate courses in the BSc (Biomedical Science) should search for these under their individual subjects, ie, Biological Sciences (BIOSCI), Chemistry (CHEM), Medical Science (MEDSCI), Physics (PHYSICS), Population Health (POPLHLTH).*

### Postgraduate 700 Level Courses

**BIOMED 791A** 45 Points  
**BIOMED 791B** 45 Points  
**Research Portfolio in Biomedical Science**  
 An integrated combination of research in an advanced biomedical science research option, consisting of supervised practical work and independent critical analysis of research in the field.  
*Restriction: BIOMED 790*  
*To complete this course students must enrol in BIOMED 791 A and B*

**BIOMED 796A** 60 Points  
**BIOMED 796B** 60 Points  
**MSc Thesis in Biomedical Science**  
*Restriction: MEDSCI 796*  
*To complete this course students must enrol in BIOMED 796 A and B*

## Biosecurity and Conservation

### Postgraduate 700 Level Courses

**BIOSEC 796A** 60 Points  
**BIOSEC 796B** 60 Points  
**Thesis in Biosecurity and Conservation**  
*To complete this course students must enrol in BIOSEC 796 A and B*

## Biotechnology

*For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.*

## BTech Projects

### Stage IV

*Note: Project topics to be chosen in conjunction with the Coordinator of the Programme.*

**BTECH 430** 45 Points  
**BTECH 430A** 22.5 Points  
**BTECH 430B** 22.5 Points  
**Project in Biotechnology**  
 The study of a selected field in Biotechnology at an advanced level.  
*To complete this course students must enrol in BTECH 430 A and B, or BTECH 430*

**BTECH 432** 15 Points  
**Biotechnology Research Proposal**  
 A review of background literature relevant to the project topic and a detailed outline of the proposed research and its significance.

**BTECH 451** 45 Points  
**BTECH 451A** 15 Points  
**BTECH 451B** 30 Points  
**Project in Information Technology**  
 The study of a selected field in information technology at an advanced level.  
*To complete this course students must enrol in BTECH 451 A and B, or BTECH 451*

**BTECH 471A** 15 Points  
**BTECH 471B** 30 Points  
**Project in Optoelectronics**  
 The study of a selected field in optoelectronics at an advanced level.  
*To complete this course students must enrol in BTECH 471 A and B*

**BTECH 491A** 15 Points  
**BTECH 491B** 30 Points  
**Project in Medical Physics and Imaging Technology**  
 The study of a selected field in Medical Physics and Imaging Technology at an advanced level.  
*To complete this course students must enrol in BTECH 491 A and B*

## Chemistry

### Foundation Courses

**CHEM 91F** 15 Points  
**Foundation Chemistry 1**  
 Introduction to elements, compounds, the periodic

table, atomic structure, covalent bonding, molecular shape and polarity. Quantitative chemistry, including balancing equations, calculating moles and particles present, calculation of concentration in mol L<sup>-1</sup>. Energy and thermo-chemistry. Laboratories include practical skills and qualitative analysis, and simple modelling.

### **CHEM 92F** **15 Points** **Foundation Chemistry 2**

Introduces further principles of chemistry. Physical chemistry and qualitative inorganic analysis, including chemical kinetics and chemical equilibrium. Organic chemistry, including hydrocarbons, oxygen-containing functional groups, isomerism and reaction classifications, acids, bases, buffer solutions and titrations. Laboratories include reactions of hydrocarbon and oxygen-containing organic compounds, chromatography, testing for anions and cations in solution, acid-base titrations.

*This course requires prior enrolment in CHEM 91F.*

### **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, 91W*

### **Stage I**

*Note: For students who have not had the opportunity to study Chemistry previously, or wish to refresh their knowledge, attention is drawn to the Preparatory Chemistry course offered by the School of Chemical Sciences at the start of each academic year. For exceptionally well qualified students, Stage I requirements may be waived.*

### **CHEM 100** **15 Points**

### **CHEM 100G** **15 Points** **Molecules that Changed the World**

The impact of chemistry on the modern world will be explored by focusing on the stories of specific molecules, including penicillin, DDT and nylon. Their discovery, the underlying chemical principles that explain their behaviour, their impact on our lives including social and scientific issues that arise from their use, and their likely impact on the future will be investigated.

*Prerequisite: No formal prerequisite, but the course assumes a science background at Year 11 or higher*

### **CHEM 110** **15 Points** **Chemistry of the Living World**

A foundation for understanding the chemistry of life is laid by exploring the diversity and reactivity of organic compounds. A systematic study of reactivity focuses on the site and mechanism of reaction including application of chemical kinetics. A quantitative study of proton transfer reactions features control of pH of fluids in both living systems and the environment.

*It is recommended that students with a limited background in chemistry take CHEM 150 prior to CHEM 110.*

### **CHEM 120** **15 Points** **Chemistry of the Material World**

The chemistry of the elements and their compounds is explored. The relationship between molecular structure and reactivity, the role of energy, concepts of bond formation and chemical equilibrium are discussed. Issues such as sustainability, energy and fuels, and the creation of new materials are also discussed.

*It is recommended that students with a limited background in chemistry take CHEM 150 prior to CHEM 120.*

### **CHEM 150** **15 Points** **Concepts in Chemistry**

The fundamentals of chemistry are explored with a view to enhancing understanding of the chemical nature of the world around us and providing a foundation for further study in chemistry. Special attention is paid to familiarisation with the language of chemistry and the chemist's perspective of the properties of matter and its transformations.

*It is recommended that students with a limited background in chemistry take this course prior to CHEM 110 or CHEM 120.*

*Restriction: May not be taken with or after any other Chemistry course*

### **Stage II**

### **CHEM 210** **15 Points** **Physical and Materials Chemistry**

Physical chemistry is essential for developing and interpreting the modern techniques used to investigate the structure and properties of matter. Materials chemistry is an increasingly important subject aimed at producing new or improved materials for a variety of practical applications. Covers topics involving the application of physical chemistry to the study of modern materials: polymer chemistry, electrochemistry and energy storage, and the electrical properties of solids.

*An understanding of basic maths at the level covered in MATHS 102 will be assumed.*

*Prerequisite: Either CHEM 110 and 120, or B- in CHEM 110 or 120*

### **CHEM 220** **15 Points** **Inorganic Compounds: Structure, Bonding and Reactivity**

Modern inorganic chemistry encompasses the study of compounds with a broad diversity of reactivities, structures and bonding types. Often these have widespread relevance for many other areas of science and technology. Fundamental concepts in atomic and molecular structure will be provided to give a foundation for examples drawn from coordination, bioinorganic, organometallic and main group chemistry. The associated laboratories provide complementary experience in synthesis and measurement of physical properties for selected inorganic compounds.

*Prerequisite: Either CHEM 110 and 120, or B- in CHEM 110 or 120*

### **CHEM 230** **15 Points** **Molecules for Life: Synthesis and Reactivity**

Students will build on their repertoire of fundamental reaction types that have previously been encountered with the introduction of new reactions and their application to more complex molecules of biological and medicinal importance. The laboratory course is an integral component of the course that emphasises



preparative chemistry and the use of modern spectroscopic methods for structure determination.

*Prerequisite:* Either CHEM 110 and CHEM 120, or B- in CHEM 110 or 120

#### **CHEM 240** **15 Points** **Measurement and Analysis in Chemistry and Health Sciences**

An introduction to the physico-chemical principles and techniques underlying a wide range of modern analytical methods used in chemistry and the biomedical sciences. Topics include chromatographic methods for the separation of complex mixtures, the application of modern electrochemical and spectroscopic techniques to analytical problems, and methods for assessing the reliability of results. Experiments illustrating these principles are an integral part of this course.

*Prerequisite:* Either CHEM 110 and CHEM 120, or B- in CHEM 110 or 120. An understanding of basic mathematics at the level covered in MATHS 102 will also be assumed.

#### **CHEM 243** **15 Points** **Physicochemical Principles for Pharmacy**

Topics of physical chemistry and chemical measurement relevant to the bioscience and health science student. Atomic theory, molecular bonding and structure, the behaviour of gases and other phases of matter, essential thermodynamics, electrochemistry, reactions at surfaces, and basic assay and chromatography principles. Associated laboratories focus upon reinforcing underlying principles through practical exercises using materials and concepts pertinent to the bioscience and health science experience.

*Prerequisite:* CHEM 110 and a minimum of 90 points passed

*Restriction:* CHEM 210, 240

#### **CHEM 270** **15 Points** **Environmental Chemical Processes**

An introduction to the chemistry of the natural environment, including biogeochemical cycling of elements and chemical processes operating in the lithosphere, hydrosphere, atmosphere and biosphere. The objective is to develop a good understanding of how the natural environment works. The laboratory programme includes analytical methods and concepts central to environmental chemistry.

*No formal prerequisite, but knowledge of aspects of chemistry and laboratory practice at the level covered in CHEM 110 and 120 will be assumed.*

### **Stage III**

#### **CHEM 310** **15 Points** **Structural Chemistry and Spectroscopy**

Molecular structure is fundamental to the understanding of modern chemistry. Molecular spectroscopy provides an important method for probing the structure of molecules, and the following aspects of this subject will be presented: molecular energies and molecular spectra, molecular symmetry and spectroscopy, surface spectroscopy and the structure and chemistry of surfaces.

*Prerequisite:* CHEM 210

#### **CHEM 320** **15 Points** **Design and Reactivity of Inorganic Compounds**

A selection of the most recent developments in contemporary inorganic chemistry will be covered. These will include ligand design and reactivity in coordination chemistry, macrocyclic chemistry, redox chemistry, photochemistry, construction of devices, organometallic chemistry, catalysis, and main group

rings, chains, clusters and polymers. The laboratories provide complementary experience in synthesis and measurement of physical properties for selected inorganic compounds.

*Prerequisite:* CHEM 220

#### **CHEM 330** **15 Points** **Contemporary Organic Chemistry**

Topics in advanced organic chemistry, including the synthesis, reactions and uses of compounds containing phosphorus, selenium, boron and silicon. Organotransition metal chemistry. Asymmetric synthesis. Heterocyclic chemistry and pericyclic reactions. Laboratories emphasise synthetic and structural methods.

*Prerequisite:* CHEM 230

#### **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:* CHEM 240

#### **CHEM 350** **15 Points**

##### **CHEM 350A** **7.5 Points**

##### **CHEM 350B** **7.5 Points**

##### **Topics in Chemistry**

Topics in modern chemistry. Students will select three of the modules offered, details of which are available in the School of Chemical Sciences Undergraduate Handbook.

*Prerequisite:* 30 points at Stage II Chemistry

*To complete this course students must enrol in CHEM 350 A and B, or CHEM 350*

#### **CHEM 370** **15 Points** **Environmental Chemistry**

Anthropogenic chemicals in the environment and their influence on environmental systems and processes, including the chemistry of waste water, marine pollutants, pesticides, CFC's, geothermal effluents and ozone.

*No formal prerequisite, but knowledge of appropriate material at the level covered in CHEM 270 will be assumed.*

#### **CHEM 380** **15 Points** **Materials Chemistry**

Synthesis, properties characterisation and applications of advanced materials. Includes a review of current trends in materials research. Important aspects of solid inorganic materials and organic polymers are covered.

*Prerequisite:* CHEM 210

#### **CHEM 390** **15 Points** **Medicinal Chemistry**

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



**CHEM 392** 15 Points  
**Issues in Drug Design and Development**  
 Intellectual property and patent law in the pharmaceutical industry. An overview of the legal and regulatory framework for drug design and development. Clinical trials: formulation of a drug; phase I, phase II and phase III protocols. An introduction to the principles involved in the Codes of Good Manufacturing Practice and Good Laboratory Practice (quality control and quality assurance procedures) as applied to the manufacture of drug products and the quantification of drugs and metabolites in biological fluids. Examples of drug development. Case studies of selected drugs from design to release.  
*Prerequisite: Minimum of 165 points passed*

### Diploma Courses

**CHEM 690A** 15 Points  
**CHEM 690B** 15 Points  
**Graduate Diploma Dissertation (Chemistry)**  
*To complete this course students must enrol in CHEM 690 A and B*

**CHEM 691** 30 Points  
**CHEM 691A** 15 Points  
**CHEM 691B** 15 Points  
**PG Diploma Dissertation (Chemistry)**  
*Restriction: CHEM 790*  
*To complete this course students must enrol in CHEM 691 A and B, or CHEM 691*

### Postgraduate 700 Level Courses

**CHEM 701** 15 Points  
**PG Topics in Chemistry 1**  
 A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of chemistry.

**CHEM 702** 15 Points  
**PG Topics in Chemistry 2**  
 A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of chemistry.

**CHEM 710** 15 Points  
**Structural and Computational Chemistry**  
 Quantum mechanics, and the calculation of molecular structure at the fundamental level. Statistical thermodynamics: the relationship between molecular structure and bulk properties of matter. The quantum mechanics of magnetic resonance: theory and applications of nuclear magnetic resonance (NMR) and electron paramagnetic resonance (EPR) spectroscopy in structural chemistry.  
*No formal prerequisite, but knowledge of physical chemistry at the level covered in CHEM 310 and of basic calculus will be assumed.*

**CHEM 720** 15 Points  
**Advanced Inorganic Chemistry**  
 The topics covered are chosen from areas of current research in inorganic chemistry, and will include functional supramolecular devices, organometallic and inorganometallic chemistry, and main group element multiple bonding.  
*No formal prerequisite, but knowledge of inorganic chemistry at the level covered in CHEM 320 will be assumed.*

**CHEM 730** 15 Points  
**Modern Methods for the Synthesis of Bioactive Molecules**  
 The use of modern methods for the construction of complex molecules with an emphasis on carbon-carbon bond formation and control of stereochemistry. Principles and practice of synthesis design based on retrosynthetic analysis. Each student will present and discuss a recent synthesis of a complex bioactive organic compound.  
*No formal prerequisite, but knowledge of organic chemistry at the level covered in CHEM 330 will be assumed.*

**CHEM 735** 15 Points  
**Advanced Medicinal Chemistry**  
 A selection of topics dealing with aspects of medicinal chemistry, including anticancer agents, metals in medicine, antibacterial and antiviral chemotherapy, contemporary topics in medicinal and/or bio-organic chemistry.

**CHEM 738** 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 755** 15 Points  
**Special Topics in Chemistry 1**

**CHEM 770** 15 Points  
**Advanced Environmental Chemistry**  
 Selected current research topics in environmental chemistry. Topics change from year to year, but

may include: chemical impacts of geothermal energy development or mining on the environment, trace metal fingerprinting, naturally occurring metal-adsorbents such as iron oxides, the behaviour of persistent organic contaminants, the chemistry of drinking water treatment and the chemical theory behind the design of environmental monitoring instruments. Includes a half-day field trip.

**CHEM 780** **Advanced Materials Chemistry** **15 Points**

A selection of topics on the chemistry of advanced materials, including novel polymeric materials and materials characterisation and analysis.

*No formal prerequisite, but knowledge of materials chemistry at the level covered in CHEM 380 will be assumed.*

**CHEM 793** **60 Points**

**CHEM 793A** **30 Points**

**CHEM 793B** **30 Points**

**BSc(Hons) Dissertation in Chemistry**

*To complete this course students must enrol in CHEM 793 A and B, or CHEM 793*

**CHEM 795** **Research Methods in Chemistry** **15 Points**

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*

## Clinical Exercise Physiology

*For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.*

## Computer Science

### Stage I

**COMPSCI 101** **Principles of Programming** **15 Points**

An introduction to computers and computer programming in a high-level language. The role of computers and computer professionals in society is also introduced. The course is intended for students who may wish to advance in Computer Science or in Information Systems and Operations Management.

**COMPSCI 105** **Principles of Computer Science** **15 Points**

Extends the programming skills of COMPSCI 101, covering more advanced data structures and their representation and manipulation. Topics include: pointers, dynamic data structures (lists, queues, stacks, trees, hashtables), recursion, sorting and searching.

*Prerequisite: COMPSCI 101*

**COMPSCI 111** **15 Points**

**COMPSCI 111G** **Mastering Cyberspace: An Introduction to Practical Computing** **15 Points**

A practical introduction to computing. Topics include: web design, an overview of computer hardware and operating systems, effective use of common applications, using the internet as a communication medium, applying programming concepts, and social implications of technology.

### Stage II

**COMPSCI 210** **Computer Systems 1** **15 Points**

The low level representation of data and algorithms in the computer. An introduction to computer organisation. The instruction execution model. Assembly language programming. Study of a high-level language and how it is implemented at the machine level. Assembly and disassembly of instructions.

*Prerequisite: COMPSCI 101 and 105*

**COMPSCI 215** **Computer Systems 2** **15 Points**

Interacting with the operating system via a command line interface and use of a scripting language. Hardware support necessary to implement a secure multi-user operating system: user/kernel mode, exceptions and interrupts, virtual memory, context switching, synchronisation, interrupt driven input/output. An introduction to data communications: the OSI reference model, particularly how the lower layers combine to implement sockets.

*Recommended preparation: Prior or concurrent enrolment in COMPSCI 210*

*Prerequisite: COMPSCI 101, 105*

**COMPSCI 220** **Algorithms and Data Structures** **15 Points**

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 101, 105, and 15 points from MATHS 108, 150, 153*

**COMPSCI 225** **Discrete Structures in Mathematics and Computer Science** **15 Points**

An introduction to logic, principles of counting, mathematical induction, recursion, relations and functions, graphs and trees, and algorithms. This course is suited to students who are interested in the foundations of computer science, mathematics and logic.

*Prerequisites: 15 points from MATHS 108, 150, 153, COMPSCI 101, PHIL 101*

*Restriction: MATHS 255*

**COMPSCI 230** **Software Construction** **15 Points**

Students will develop a software application of reasonable complexity through the application of established software development techniques. In doing so, students will demonstrate fundamental skills in object-oriented software development, GUI programming and application-level multithreading. In addition, students will learn established techniques to ensure that their software satisfies quality criteria.

*Prerequisite: COMPSCI 101, 105*

**COMPSCI 280 15 Points****Enterprise Software Development**

Develop a distributed application using an Enterprise technology. Demonstrate skills in data modelling, manipulating and querying; and accessing a remote database server. Model system requirements and design using established notations, to leverage a component-based Enterprise technology, and to use tools to support their activities. Collaborative work experience through pair programming.

*Prerequisite:* COMPSCI 101 and 105

*Restriction:* INFOSYS 280

**Stage III****COMPSCI 313 15 Points****Computer Organisation**

Modern processor architectures. Principles of modern processor design; pipelining; memory hierarchies; I/O and network interfacing; compiler and OS support; embedded processors; performance; multiprocessing.

*Prerequisite:* COMPSCI 210, 215 (PHYSICS 140 or 243)

*Restriction:* SOFTENG 363, COMPSYS 304

**COMPSCI 314 15 Points****Modern Data Communications**

The structure of data communications and networks, including the internet, covering all levels of the communications architecture. The layered protocol model, data transmission and coding, link-level and local area network protocols, wide-area internetworking, routing, transport and security protocols. Basic application protocols as the foundation for distributed computing.

*Prerequisite:* COMPSCI 210 and (COMPSCI 215 or INFOSYS 224)

*Restriction:* SOFTENG 364

**COMPSCI 320 15 Points****Applied Algorithmics**

Fundamental design techniques used for efficient algorithmic problem-solving and software development. Methods that yield algorithms that are both provably correct and efficient. Efficiency of algorithms to provide a basis for deciding which algorithm is best for the job. Limits on the power of computers and the theory of NP-completeness. An introduction to methods whose correctness or performance is not guaranteed.

*Prerequisite:* COMPSCI 220, 225

**COMPSCI 335 15 Points****Distributed Objects, Services, and Programming**

Programming introduction to distributed services and to browser based applications. Introduction to functional programming for data integration. Specific topics will include simple distributed applications, using message-based, declarative or functional programming methods. Concepts of programming with XML, SOAP and HTTP based mechanisms, and programming for dynamic web content generation.

*Prerequisite:* COMPSCI 230 and 15 points at Stage II in Computer Science

**COMPSCI 340 15 Points****Operating Systems**

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 215, 230

*Restriction:* SOFTENG 370

**COMPSCI 345 15 Points****Human-computer Interaction**

Human behaviour and humans' expectations of computers. Computer interfaces and the interaction between humans and computers. The significance of the user interface, interface design and user centred design process in software development. Interface usability evaluation methodologies and practice. Includes a group development and evaluation project using current implementation techniques and tools.

*Prerequisite:* COMPSCI 230 or SOFTENG 206

*Restriction:* COMPSCI 370, SOFTENG 350

**COMPSCI 350 15 Points****Mathematical Foundations of Computer Science**

The aim of this course is to present mathematical models for programming languages and computation, and derive some theorems regarding what can and cannot be computed. Abstract programming languages (finite automata, context-free grammars, Turing and register machines) are studied. Basic concepts for programming languages, limits on computational power and algorithmic complexity are presented. Church-Turing thesis and quantum computing are briefly and critically discussed.

*Prerequisite:* COMPSCI 225 and (COMPSCI 220 or PHIL 222)

**COMPSCI 351 15 Points****Fundamentals of Database Systems**

Database principles. Relational model, Relational Algebra, Relational Calculus, SQL, SQL and Programming Languages, Entity Relationship Model, Normalisation, Query Processing and Query Optimisation, ACID Transactions, Transaction Isolation Levels, Database Recovery, Database Security, Databases and XML.

*Prerequisite:* COMPSCI 220, 225

*Restriction:* SOFTENG 351

**COMPSCI 367 15 Points****Artificial Intelligence**

The cornerstones of AI: representation, utilisation, and acquisition of knowledge. Taking a real world problem and representing it in a computer so that the computer can do inference. Utilising this knowledge and acquiring new knowledge is done by search which is the main technique behind planning and machine learning.

*Prerequisite:* COMPSCI 220, 225

*Restriction:* COMPSCI 365, 366

**COMPSCI 369 15 Points****Computational Science**

Principles of computational science. Computational science is the development and application of computer algorithms and software to solve scientific and engineering problems including probabilistic computer modelling, computer-based statistical inference and computer simulation. Focus is on the analysis of real-world data with emphasis on Computational Biology and Computational Engineering.

*Prerequisite:* COMPSCI 220 and 15 points from STATS 101–125

**COMPSCI 373 15 Points****Computer Graphics and Image Processing**

Basic geometric processes including transformations;



viewing and projection; back projection and ray tracing. Graphics 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 372, 375

**COMPSCI 380** 15 Points

**COMPSCI 380A** 7.5 Points

**COMPSCI 380B** 7.5 Points

#### **Undergraduate Project in Computer Science**

Each student taking one of these courses will be expected to do an individual practical project under the supervision of a member of staff. Only students with excellent academic records will be allowed to take these courses, and only after a supervisor and topic have been agreed upon by the Head of Department.

*Prerequisite:* Approval of Head of Department

*Restriction:* COMPSCI 690

To complete this course students must enrol in COMPSCI 380 A and B, or COMPSCI 380

**COMPSCI 390** 15 Points

**Special Topic in Computer Science 1**

**COMPSCI 391** 15 Points

**Special Topic in Computer Science 2**

**COMPSCI 392** 15 Points

**Special Topic in Computer Science 3**

**COMPSCI 393** 15 Points

**Special Topic in Computer Science 4**

#### **Diploma Courses**

**COMPSCI 601** 15 Points

**Special Topic**

*Prerequisite:* Permission of the Head of Department

**COMPSCI 602** 15 Points

**Special Topic**

*Prerequisite:* Permission of the Head of Department

**COMPSCI 690A** 15 Points

**COMPSCI 690B** 15 Points

**Graduate Diploma Dissertation (Computer Science)**

*Restriction:* COMPSCI 380

To complete this course students must enrol in COMPSCI 690 A and B

**COMPSCI 691A** 15 Points

**COMPSCI 691B** 15 Points

**PG Diploma Dissertation (Computer Science)**

*Restriction:* COMPSCI 780

To complete this course students must enrol in COMPSCI 691 A and B

#### **Postgraduate 700 Level Courses**

**COMPSCI 701** 15 Points

**Advanced Topic in Computer Science 1**

*Prerequisite:* Departmental approval

**COMPSCI 702** 15 Points

**Advanced Topic in Computer Science 2**

*Prerequisite:* Departmental approval

**COMPSCI 703** 15 Points

**Advanced Topic in Computer Science 3**

*Prerequisite:* Departmental approval

**COMPSCI 704** 15 Points

**Advanced Topic in Computer Science 4**

*Prerequisite:* Departmental approval

**COMPSCI 705** 15 Points

**Advanced Topics in Human Computer Interaction**

Human aspects of computer systems, relevant to commercial solution development and computer science research. Sample topics: support of pen-based interaction on a range of devices such as digital whiteboards, tablet PCs and PDAs; technical infrastructure for pen-based interaction; trends with domain specific user interface design, such as interfaces for enterprise systems.

*Recommended preparation:* COMPSCI 345 or SOFTENG 350

*Prerequisite:* Departmental approval

*Restriction:* SOFTENG 702

**COMPSCI 706** 15 Points

**Advanced Topic in Computer Science 6**

*Prerequisite:* Departmental approval

**COMPSCI 707** 15 Points

**Advanced Topic in Computer Science 7**

*Prerequisite:* Departmental approval

**COMPSCI 709** 15 Points

**Advanced Topic in Computer Science 8**

*Prerequisite:* Departmental approval

**COMPSCI 710** 15 Points

**Advanced Topic in Computer Science 10**

*Prerequisite:* Departmental approval

**COMPSCI 711** 15 Points

**Parallel and Distributed Computing**

Computer architectures and languages for exploring parallelism, conceptual models of parallelism, principles for programming in a parallel environment, different models to achieve interprocess communication, concurrency control, distributed algorithms and fault tolerance.

*Recommended preparation:* COMPSCI 335

*Prerequisite:* Departmental approval

**COMPSCI 715** 15 Points

**Advanced Computer Graphics**

An advanced look at current research issues in computer graphics. Typical topics include: ray-tracing acceleration methods; radiosity; subdivision surfaces; physically-based modelling; animation; image-based lighting and rendering; non-photorealistic rendering; advanced texturing. The precise content may vary from year to year. Consult the department for details.

*Recommended preparation:* COMPSCI 373 or equivalent, and 15 points at Stage II in Mathematics

*Prerequisite:* Departmental approval

**COMPSCI 720** 15 Points

**Advanced Design and Analysis of Algorithms**

Selected advanced topics in design and analysis of algorithms, such as: combinatorial enumeration algorithms; advanced graph algorithms; analytic and probabilistic methods in the analysis of algorithms; randomised algorithms; methods for attacking NP-hard problems.

*Recommended preparation:* COMPSCI 320

*Prerequisite:* Departmental approval



**COMPSCI 725 15 Points****System Security**

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: Departmental approval*

**COMPSCI 732 15 Points****Software Tools and Techniques**

An advanced course examining research issues related to tools and techniques for software design and development. Typical topics include: techniques for data mapping and data integration, software architectures for developing software tools, issues in advanced database systems. The precise content may vary from year to year. Consult the department for details.

*Recommended preparation: COMPSCI 335*

*Prerequisite: Departmental approval*

**COMPSCI 734 15 Points****Web, Mobile and Enterprise Computing**

Examines advanced and emerging software architectures at the confluence of XML, web services, distributed systems, and databases. Includes advanced topics in areas such as: mobile computing, remoting, web services for enterprise integration, workflow orchestrations for the enterprise, peer-to-peer computing, grid computing.

*Recommended preparation: COMPSCI 335*

*Prerequisite: Departmental approval*

**COMPSCI 742 15 Points****Advanced Internet: Global Data Communications**

The protocols and performance of local area networks. The special requirements of very high speed networks (100 Mb/s and higher). Asynchronous transfer mode (ATM) and its relation to other protocols. The TCP/IP suite.

*Recommended preparation: COMPSCI 314*

*Prerequisite: Departmental approval*

**COMPSCI 750 15 Points****Computational Complexity**

Definitions of computational models and complexity classes: time complexity (eg, P and NP), space complexity (eg, L and PSPACE), circuit and parallel complexity (NC), polynomial-time hierarchy (PH), interactive complexity (IP), probabilistic complexity (BPP), and fixed-parameter complexity.

*Recommended preparation: COMPSCI 320 or 350*

*Prerequisite: Departmental approval*

**COMPSCI 751 15 Points****Advanced Topics in Database Systems**

Database principles. Relational model, relational algebra, relational calculus, SQL, SQL and programming languages, entity-relationship model, normalisation, query processing and query optimisation, ACID transactions, transaction isolation

levels, database recovery, database security, databases and XML. Research frontiers in database systems.

*Recommended preparation: COMPSCI 220, 225*

*Prerequisite: Departmental approval*

*Restriction: COMPSCI 351, SOFTENG 351*

**COMPSCI 752 15 Points****Semantic Web Technologies**

The Semantic Web is a major extension of the current Web. It aims to give information well-defined meaning, better enabling data to be shared, automatically reasoned with, and reused via machine-readable applications. This course will research Semantic Web technologies and their applications. Topics include: Semantic Web Vision, Semantic Annotations and Retrieval, Repositories for the Semantic Web, Querying the Semantic Web, Knowledge Representation and Reasoning on the Semantic Web, and Semantic Web Applications including eScience, eBusiness, eHealth, and eGovernment.

*Recommended preparation: COMPSCI 351 or equivalent*

**COMPSCI 753 15 Points****Uncertainty in Data**

Modern applications such as data cleaning, data integration, financial risk assessment, information extraction, scientific databases, and sensor deployments generate large volumes of uncertain data. This course investigates approaches to modelling, managing and processing uncertain data. It covers the state-of-the-art in representation formalisms and querying techniques for databases where the value of some attributes, or the presence of some records, are uncertain. Concepts and methods are discussed to repair inconsistent databases, but also to extract semantically meaningful information from inconsistent databases. Principled methods are investigated that improve the quality of data in databases.

*Recommended preparation: COMPSCI 351 or equivalent*

**COMPSCI 760 15 Points****Datamining and Machine Learning**

An overview of the learning problem and the view of learning by search. Techniques for learning such as: decision tree learning, rule learning, exhaustive learning, Bayesian learning, genetic algorithms, reinforcement learning, neural networks, explanation-based learning and inductive logic programming. Experimental methods necessary for understanding machine learning research.

*Recommended preparation: COMPSCI 367*

*Prerequisite: Departmental approval*

**COMPSCI 761 15 Points****Advanced Topics in Artificial Intelligence**

The cornerstones of AI: representation, utilisation, and acquisition of knowledge. Taking a real world problem and representing it in a computer so that the computer can do inference. Utilising this knowledge and acquiring new knowledge is done by search which is the main technique behind planning and machine learning. Research frontiers in artificial intelligence.

*Recommended preparation: COMPSCI 220, 225*

*Prerequisite: Departmental approval*

*Restriction: COMPSCI 365, 366, 367*

**COMPSCI 767 15 Points****Intelligent Software Agents**

An introduction to the design, implementation and use of intelligent software agents (eg, knowbots, softbots etc). Reviews standard artificial intelligence problem-

solving paradigms (eg, planning and expert systems) and knowledge representation formalisms (eg, logic and semantic nets). Surveys agent architectures and multi-agent frameworks.

*Recommended preparation: COMPSCI 367*

*Prerequisite: Departmental approval*

### **COMPSCI 771** **Advanced Topics in Computer Graphics and Image Processing** **15 Points**

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: Departmental approval*

*Restriction: COMPSCI 372, 373, 375*

### **COMPSCI 773** **Intelligent Vision Systems** **15 Points**

Computational methods and techniques for computer vision are applied to real-world problems such as 2/3D face biometrics, autonomous navigation, and vision-guided robotics based on 3D scene description. A particular feature of the course work is the emphasis on complete system design.

*Recommended preparation: COMPSCI 373 and 15 points at Stage II in Mathematics*

*Prerequisite: Departmental approval*

### **COMPSCI 775** **Advanced Multimedia Imaging** **15 Points**

Camera calibration, image sequence analysis, computer vision, 3D visualisation, ground truth for image sequence analysis, performance evaluation (noise, accuracy). Applications in vision-based driver assistance, panoramic or 3D visualisation using recorded images, or image and video retrieval.

*Recommended preparation: COMPSCI 373 and MATHS 208 or 250*

*Prerequisite: Departmental approval*

### **COMPSCI 777** **Computer Games Technology** **15 Points**

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: Departmental approval*

### **COMPSCI 780** **15 Points**

#### **COMPSCI 780A** **7.5 Points**

#### **COMPSCI 780B** **7.5 Points**

#### **Postgraduate Project in Computer Science 1**

*Prerequisite: Departmental approval*

*Restriction: COMPSCI 691*

*To complete this course students must enrol in COMPSCI 780 A and B, or COMPSCI 780*

#### **COMPSCI 789A** **15 Points**

#### **COMPSCI 789B** **15 Points**

#### **BSc(Hons) Dissertation**

*Prerequisite: Approval of Head of Department*

*To complete this course students must enrol in COMPSCI 789 A and B*

### **COMPSCI 790** **15 Points**

#### **History of Computing and Computers**

A survey of the historical context of modern computing and information technology. History of computing and computing devices prior to the computer age. Developments in computing since the introduction of electronic computers. Significant software developments and applications of computers.

*Recommended preparation: 60 points from Stage III Computer Science courses*

*Prerequisite: Departmental approval*

### **COMPSCI 791** **30 Points**

#### **COMPSCI 791A** **15 Points**

#### **COMPSCI 791B** **15 Points**

#### **MProfStuds Dissertation**

*To complete this course students must enrol in COMPSCI 791 A and B*

### **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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## **Ecology**

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*For the list of courses please refer to the Bachelor of Science Schedule. Prescriptions are listed under their respective subject codes.*

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## **Environmental Management**

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### **Postgraduate 700 Level Courses**

#### **ENVMGT 741** **15 Points**

#### **Social Change for Sustainability**

How social change happens and how to improve the uptake of sustainability. Covers the theoretical frameworks that contribute to our understanding of how social change occurs, and their use in the development of sustainability programmes. Includes the methodologies used to gain insight into attitudes, behaviour and values, and their use as a basis for decision-making in environmental management.

#### **ENVMGT 742** **15 Points**

#### **Ecosystem Complexity and Adaptive Management**

A review of the evolution in governance and knowledge systems for addressing environmental uncertainty. Learning objectives emphasise the socio-ecological complexity and scientific dilemmas in the determination of performance standards,

the management of environmental risk and the assessment of ecosystem services and their capacities.

**ENVMGT 743****15 Points****Environmental Policy**

Debates surrounding environmental policy and governance provide insights into the complexities of environmental management issues. Examples of environmental governance will be considered at global and local scales. The roles of international agencies, nation-states, civil society and corporations in shaping environmental policy and governance are examined.

**ENVMGT 744****15 Points****Resource Management**

A review of advanced principles, concepts and approaches to the sustainable management of natural resources. Case studies emphasise the need for conflict resolution, equitable allocation, and decentralised decision-making to address the social and environmental impacts of resource utilisation.

*Restriction: GEOG 751*

**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.

*Restriction: GEOG 753, ENVSCI 735*

**ENVMGT 747****15 Points****Current Issues in Sustainability**

A topical review of approaches to sustainability as applied within a particular industry or sector. Consult the postgraduate handbook (Environmental Management) for information about this year's topic.

*Restriction: ENVMGT 745*

**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****Sustaining our Environment**

An examination of current environmental issues with an emphasis on urban systems and effects associated with everyday activities. Tools and techniques to assess and monitor the state of the environment are

identified and discussed, as are sustainable options for mitigation of adverse effects.

*Prerequisite: At least 45 points at Stage I*

**Stage III****ENVSCI 301****15 Points****Environmental Effects and Management**

Effective management of the environmental effects of human activities depends upon a sound basis of environmental science. The effects of industrial production and resource usage are used to illustrate the requirements humans place on the environment. A key theme is the use of tools, derived through environmental research, to effect sustainable management of the environment whilst satisfying human needs. The examples used relate to issues of local, national and international significance. Includes tutorials and a field trip.

*Prerequisite: ENVSCI 201 or equivalent*

**ENVSCI 310****15 Points****Modelling Environmental Systems**

An introduction to how models are used in the study and management of environmental systems in a range of environmental contexts and systems (eg, ecological, fluvial, atmospheric, coastal). Developing skills in designing, communicating and critically assessing models of the environment.

*Prerequisite: GEOG 250 or BIOSCI 209, or equivalent*

**ENVSCI 311****15 Points****Dynamics of Terrestrial Ecosystems**

A consideration of advanced material on the spatio-temporal controls on distribution and abundance of organisms at landscape level, ecosystem-level processes, and their restoration. These themes will be placed in the context of the use of developing ecological understanding to reconstruct the past and inform the management and restoration of contemporary ecological systems.

*Prerequisite: GEOG 101 or ENVSCI 101 or BIOSCI 104, or equivalent and 45 points at Stage II*

*Restriction: BIOSCI 393*

**Postgraduate 700 Level Courses****ENVSCI 701****15 Points****Research Practice in Earth, Environmental and Geographical Sciences**

Students will consider multiple ways of knowing and understanding research in a broader context and in relation to disciplinary specific examples. Students will be challenged to critically analyse ways of understanding and thinking and use this knowledge to: assemble and represent information, perform analyses and predict outcomes, validate or critique the process, and communicate or question findings.

**ENVSCI 702****15 Points****Special Topic in Environmental Science**

A course of study prescribed by the Head of the School, in the absence of an appropriate formal course being available.

**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 and Social Systems**

The following themes are emphasised: (i) building and using models to investigate environmental and social problems, (ii) understanding the utility of modelling in various disciplines, and (iii) appreciating how dynamic phenomena can be represented and analysed computationally. The course provides an understanding of modelling concepts, approaches and applications, and methods for determining the suitability of a particular modelling approach for a given task.

*No formal requirement, but an understanding of the material in BIOSCI 209, ENVSCI 310, GEOG 250, MATHS 108 and STATS 101 will be assumed.*

**ENVSCI 711 15 Points****Assessing Environmental Effects**

A focus on the interdisciplinary, scientific assessment of environmental activities within the New Zealand context. Methodologies used in the assessment, monitoring and regulation of environmental effects, trends and risks will be critically assessed. Aspects of the RMA, including consenting procedures and the role of public and professional participants in the process, will be discussed.

**ENVSCI 713 15 Points****Air Quality and Atmospheric Processes**

Monitoring, modelling and management will be considered with emphasis on air quality standards and guidelines and applications of science and technology to indoor and outdoor air pollution prevention, mitigation and remediation. Case studies and practical work will link the theoretical and practical aspects of air quality science.

**ENVSCI 714 15 Points****Water Quality Science**

Water contaminants, monitoring techniques and modelling systems for impact prediction and assessment of effects for both point and non-point sources. Application of science and technology to water pollution prevention, mitigation and remediation. Case studies and practical work (laboratory and field methods).

**ENVSCI 716 15 Points****Aquatic Ecological Assessment**

Application of science to freshwater ecological assessment, management and restoration. Assessment techniques and interpretation of risks associated with natural and anthropogenic disturbance of aquatic ecosystems. Monitoring and reporting of condition and health of aquatic environments. Relevant policy, strategic and legislative frameworks, and national and regional perspectives on applied freshwater management. Course includes case studies and practical work (incl. field trip).

*No formal prerequisite but an understanding equivalent to BIOSCI 330 is assumed.*

**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****Landscape and Restoration Ecology**

The integration of ecological principles and ecological services at the landscape level for both management and restoration. Topics include: the ecology of fragmented ecosystems such as demography, metapopulation issues, ecological genetics, biota-physical environment interactions, the consequences and techniques for restoration of damaged ecosystems and mitigation of the effects of development. Emphasis will be on sustainable solutions including biophysical, legal, social, cultural and economic considerations.

*Prerequisite: ENVSCI 311 or other Stage III course in ecology or equivalent*

**ENVSCI 737 15 Points****Applied Terrestrial Ecology**

The dynamics of change in terrestrial ecosystems with a focus on forest and wetland environments. The effects of factors such as climate change and fire in New Zealand's terrestrial ecosystems will be considered. Students will be introduced to modern methods for vegetation assessment and monitoring, including multivariate statistical methods. Students are required to participate in a residential field course as this is a major component of ENVSCI 737.

*No formal prerequisite but a knowledge of ecology equivalent to BIOSCI 394 or BIOSCI 396 and data analysis equivalent to GEOG 250 or BIOSCI 209 is assumed.*

**ENVSCI 738 15 Points****Water and Society**

The effects of modern lifestyles on water resources are explored to develop ideas for sustainable infrastructure in future settlements. The importance of human behaviour in water system function is examined, along with the mechanisms used to influence those behaviours.

**ENVSCI 796A 60 Points****ENVSCI 796B 60 Points****MSc Thesis in Environmental Science**

*To complete this course students must enrol in ENVSCI 796 A and B*

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**Food Science**

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**Stage II****FOODSCI 201 15 Points****Foundations of Food Science**

The aim of this course is to give the student a general appreciation of the composition and structure of food. Material covered includes the molecular structure of the major food components and how they are altered by processing and preservation. Common foods will be studied in order to understand the complex relationships between food molecules and the physical structure of foods. Topical issues such as genetically modified foods and antioxidants will be included.

*Prerequisite: At least 30 points from BIOSCI 101, 102, 106, 107, CHEM 110, 120, MEDSCI 142, PHYSICS 160, PSYCH 109*



**Stage III****FOODSCI 301 15 Points**  
**Food Quality Attributes**

Attributes that make food attractive, such as colour, flavour, and texture, and how they alter during processing are studied. Texture measurement and methods of studying food structure will be discussed. Lectures will be given on non-destructive testing of food.

*Recommended preparation: BIOSCI 203 and 204*

*Prerequisite: FOODSCI 201*

**FOODSCI 302 15 Points**  
**Food Preservation**

The fundamental principles of freezing and thawing, thermal processing and canning, fermentation and dehydration are studied. Consideration is also given to emerging technologies, with an eye to methods of most interest to New Zealand food industries. An overview of the major causes of food degradation, from microbiological to chemical, is presented. Methods of shelf-life testing are introduced with an emphasis on the maintenance of the nutritive value, safety of the food product and appeal to the consumer.

*Recommended preparation: FOODSCI 301, BIOSCI 204, CHEMMAT 211*

*Prerequisite: FOODSCI 201*

**FOODSCI 303 15 Points**  
**Sensory Science**

Human perception and preference of food products. Design of experiments, statistical methodologies and applications in industry and research. Sampling of foods is undertaken in this course.

*Prerequisite: STATS 101 and FOODSCI 201*

*Corequisite: FOODSCI 301 or Permission of the Programme Director/Course Coordinator*

**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*

**Diploma Courses****FOODSCI 610 15 Points**  
**Special Topic****FOODSCI 691 30 Points****FOODSCI 691A 15 Points****FOODSCI 691B 15 Points****PG Diploma Dissertation (Food Science)**

*Restriction: FOODSCI 705*

*To complete this course students must enrol in FOODSCI 691 A and B, or FOODSCI 691*

**Postgraduate 700 Level Courses****FOODSCI 703 15 Points**  
**Food Processing**

Preservation of food by standard methods including freezing, dehydration and thermal processing. New developments in food preservation. Unit operations, mass and energy balance, and heat transfer are

covered. Chemical and physical changes food undergoes during processing.

*Prerequisite: Permission of Programme Director*

**FOODSCI 705 15 Points**  
**Project in Food Science**

*Prerequisite: Permission of Programme Director*

*Restriction: FOODSCI 691*

**FOODSCI 706 15 Points**  
**Food Safety**

An understanding of the changing regulations that apply to the New Zealand food industry is of paramount importance. Pathogen awareness and control from an industry perspective are examined. HACCP and risk management plans will be generated.

*Prerequisite: Permission of Programme Director*

**FOODSCI 707 15 Points**  
**Food Science**

Chemical, biological and physical aspects of foods. The decomposition of food due to lipid oxidation. Integrated study of selected basic foods.

*Prerequisite: Permission of Programme Director*

**FOODSCI 708 15 Points**  
**Advanced Food Science**

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** **Food Legislation** **15 Points**

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** **Research Methodology in Food Safety** **15 Points**

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** **Food Allergens and Intolerants** **15 Points**

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** **Current Issues in Food Safety** **15 Points**

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** **Food Processing and Sanitation** **15 Points**

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 788** **60 Points**

**FOODSCI 788A** **30 Points**

**FOODSCI 788B** **30 Points**

**BSc(Hons) Dissertation in Food Science**

A research proposal will be prepared on the dissertation topic. Students will be required to present an overview of the proposal in a seminar. Students will participate in the critical analysis of scientific papers. The student will carry out an original piece of research. The results will be presented and discussed in a dissertation. A seminar on the research will be given.

*Restriction: FOODSCI 789*

*To complete this course students must enrol in FOODSCI 788 A and B, or FOODSCI 788*

**FOODSCI 796A** **60 Points**

**FOODSCI 796B** **60 Points**

**MSc Thesis in Food Science**

*Prerequisite: Permission of Programme Director*

*To complete this course student must enrol in FOODSCI 796 A and B*

**FOODSCI 797** **Project in Food Science** **45 Points**

## Forensic Science

### Postgraduate 700 Level Courses

**FORENSIC 701** **Fundamental Concepts in Forensic Science** **15 Points**

Ethics and quality assurance in forensic science. Principles of criminal law, principles of evidence and procedure, expert evidence, interpretation of scientific evidence, probability and statistics. Forensic pathology, psychology and psychiatry.

*Prerequisite: Permission of Programme Director*

**FORENSIC 702** **Introduction to Forensic Science** **15 Points**

Forensic biology, documents, fingerprints, physical evidence, toolmarks, fire examination, explosives, hairs and fibres, drugs, toxicology, alcohol (including blood and breath alcohol), crime scene examination, firearms identification.

*Prerequisite: Permission of Programme Director*

**FORENSIC 703** **Statistics and Molecular Biology for Forensic Science** **15 Points**

Statistics: data summarisation and reduction, laws of probability, conditional probability, likelihood ratios and Bayes theorem. Interpretation of statistical results. Forensic biology: basic principles of population genetics, genomic structure, conventional blood grouping. DNA profiling: structure, enzymology and basic chemistry of nucleic acids, PCR and microsatellites, interpretation of DNA profiles, developing forensic DNA technologies.

*Prerequisite: Permission of Programme Director*

**FORENSIC 704** **Techniques and Applications for Forensic Science** **15 Points**

Analytical techniques: GC, HPLC, GC-MS chromatography, IR and UV spectroscopy. Applications: toxicology, illicit drugs, sports drugs, racing chemistry. Physical and trace evidence.

*Prerequisite: Permission of Programme Director*

**FORENSIC 706** **Environmental Forensic Science** **15 Points**

Concepts of environmental science. Environmental monitoring and spill analysis, environmental legislation, criminal and environmental law. Case studies and practical work.

*Prerequisite: Permission of Programme Director*

**FORENSIC 707** **30 Points**

**FORENSIC 707A** **15 Points**

**FORENSIC 707B** **15 Points**

**Project in Forensic Science**

A research essay on an aspect of forensic science.

*Prerequisite: Permission of Programme Director*

*Restriction: FORENSIC 705*

*To complete this course students must enrol in FORENSIC 707 A and B, or FORENSIC 707*

**FORENSIC 796A** **60 Points**

**FORENSIC 796B** **60 Points**

**MSc Thesis in Forensic Science**

*Prerequisite: Permission of Programme Director*

*To complete this course students must enrol in FORENSIC 796 A and B*

*Note: The Forensic Science MSc thesis research courses are mounted with the assistance of the Institute of Environmental Science and Research Ltd (ESR) and ESR facilities and databases will be used for some research. As ESR facilities and databases are relied on in Court proceedings, appropriate steps must be taken to ensure*

the integrity of ESR's analyses. This means students wishing to use ESR laboratory facilities as part of the MSc programme will be subject to the same type of access requirements as ESR employees. This includes a security clearance (essentially a check of any convictions recorded against you) and a drug test prior to being given access to ESR resources. Students will normally be required to provide a DNA sample to ensure that any allegations of cross-contamination of a DNA sample can be properly investigated. The DNA profile will be retained by ESR. All other information will be returned to the students at the completion of their studies. Students who would like further details of these conditions should contact the Programme Director.

## Geography

### Foundation Courses

#### **GEOG 91F** **Foundation Geography 1** **15 Points**

Introduces population and development themes, including global and regional patterns of population growth, overpopulation, migration, urbanisation, city planning issues, uneven patterns of economic growth and human well-being, and sustainable development. Restriction: GEOG 91W

#### **GEOG 92F** **Foundation Geography 2** **15 Points**

Focuses on the relationship between humans and the environment, emphasising long-term trends in resource use, human impacts in the environment, sustainable resource management and environmental hazards.

Restriction: GEOG 92W

### Preparatory Courses

#### **GEOG 91P** **Preparatory Geography 1** **15 Points**

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 91F, 91W

### Stage I

#### **GEOG 101** **Earth Surface Processes and Landforms** **15 Points**

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.

Restriction: GEOG 151

#### **GEOG 102** **Geography of the Human Environment** **15 Points**

Examines the relationships among personal geographies and global geographies of uneven development, economic, environmental and socio-cultural change. Using a variety of examples from New Zealand and the world we illustrate the connection between local places and global issues.

Restriction: GEOG 152

#### **GEOG 103** **15 Points**

#### **GEOG 103G** **Digital Worlds** **15 Points**

Introduction to space-modifying technologies such as GIS, transport and communications, and their historical significance. Practical exposure to current digital technologies through laboratories, texting and web interaction and an introduction to the social impact of the technologies through media such as cyberspace, cellular phones and location based systems. Critical perspectives on new technologies and space, and the representation of such technologies in popular and academic writing.

#### **GEOG 104** **15 Points**

#### **GEOG 104G** **Cities and Urbanism** **15 Points**

What makes a great city? This course explores 'urbanism' in both historical and contemporary cities to determine the essence of urbanity and the way that citizens (and visitors) experience city life. The dynamics and character of cities are considered in terms of their built environment, economic systems, population, human and cultural diversity and planning policies and practices.

#### **GEOG 105** **15 Points**

#### **GEOG 105G** **Natural Hazards in New Zealand** **15 Points**

New Zealanders are exposed to extreme natural events and processes including earthquakes, volcanic eruptions, weather bombs, storm surge, tsunami, flooding and erosion. The physical context for each hazard is provided, drawing on the disciplines of geology, geomorphology and climatology. The frequency and magnitude of natural hazards for New Zealand are considered using different sources. Impacts on modern society are discussed using case studies and scenario modelling.

Restriction: GEOLOGY 110

### Stage II

Note: Students majoring in Geography should note the regulations for the Geography major; in particular, they must complete GEOG 250.

#### **GEOG 202** **Geography of Social and Economic Change** **15 Points**

A critical examination of geographic processes and consequences in contemporary society. Topics are selected from the instructors' research interests, which include: the transformation of urban places and spaces; the forms and location of industries and retailing; social geographies of the city; New Zealand's linkages with the global economy and society; urban historical geographies; and demographic and social changes in New Zealand and the Pacific region. The course is developed around the core themes of production, consumption and identity as important focuses for the examination of society.

Restriction: GEOG 252

#### **GEOG 205** **Environmental Processes and Management** **15 Points**

Provides a foundation for understanding the complex mix of human and physical factors that must be considered by those involved in environmental management. Key concepts are introduced, and a



variety of contemporary case studies explored to illustrate how decisions are made in practice.

*Restriction: GEOG 255*

**GEOG 207** **Field Studies in Environment and Community** **15 Points**

Connections between environment and community in New Zealand are explored on the ground through consideration of topics from among the following themes: biodiversity and vegetation change; land transformation; heritage values; environmental management; Māori resource management; coastal and fluvial geomorphology; regional economics; community development and planning; tourism development; and government policy. The course involves a one week field trip.

**GEOG 210** **Introduction to GIS and Spatial Thinking** **15 Points**

An introduction to the conceptual base of Geographic Information Science, the practical use of geo-spatial data and various societal issues related to the use of Remote Sensing and Geographic Information Systems. The course exercises cover a range of applications of GIS for analysis and display of spatial data, focusing on non-programmable solutions.

*Restriction: GEOG 208, 318*

**GEOG 250** **Geographical Research in Practice** **15 Points**

A critical exploration of the research experience in geography. Case studies and field work demonstrate approaches to understanding the complex interactions of social and environmental processes. Students will develop practical skills in problem identification, research methodologies, ethics and analytical practices.

**GEOG 260** **Field Studies in Earth Surface Processes** **15 Points**

Introduction to laboratory, field methods and analytical techniques to interpret the dynamics of Earth surface processes. Specific topics include: geomorphic mapping; landform observation and topographic survey; soil and sedimentary analyses and sampling; stratigraphic analysis; measurement of climatic, hydrological and coastal processes; and techniques for ecological measurement and monitoring.

*Prerequisite: GEOG 101*

**GEOG 261** **Climate and Hydrology** **15 Points**

Examines the interface between climate and hydrology. Investigates: (i) regional-scale atmospheric processes responsible for local precipitation and evaporation; (ii) near-surface hydrological processes that transform precipitation and evaporation into hydrological resources and hazards, and; (iii) the role of climate as a driver of hydrological change and variability. The focus is on mid-latitude climates and on understanding the fundamental role of climate in determining New Zealand's hydrological environment.

*Prerequisite: GEOG 101*

*Restriction: GEOG 201*

**GEOG 262** **Geomorphology and Landscape Development** **15 Points**

Explores key theoretical concepts in contemporary geomorphology and ecology including: morphodynamics; systems thinking; equilibrium; determinism and stochasticity; emergence and contingency; and chaos and predictability. These

concepts are examined in the context of the temporal and spatial controls on geomorphic development using terrestrial, fluvial and coastal landforms as case studies. Examines these concepts in the setting of understanding the biotic and abiotic controls of ecosystem processes and the spatial and temporal distribution of organisms at landscape levels drawing on case studies from a range of terrestrial ecosystem types.

*Prerequisite: GEOG 101*

*Restriction: GEOG 201*

**GEOG 263** **Tools and Techniques for the Earth Sciences** **15 Points**

Exploring and understanding the complexities of Earth systems requires Earth Scientists to engage with a range of techniques and tools. Introduces students to contemporary approaches for managing, analysing and interpreting Earth science data. Introduces students in the context of research and applied problems to commonly used computational platforms. Emphasises the use of these platforms to explore and analyse quantitative information.

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**Stage III**

*Note: Students majoring in Geography should note the regulations for the Geography major; in particular, they must complete one of GEOG 315, 330.*

**GEOG 302** **Regions, Industries and Enterprises** **15 Points**

Examines economic, social and political processes underpinning recent transformations in the global economy. Debates concerning the transition from Fordism to post-Fordism and flexible accumulation are examined in conjunction with an analysis of the role of firms, industries, nation-states and supra-national organisations in changing the character of regions.

**GEOG 305** **Population, Health and Society** **15 Points**

A survey of major themes in population, health and social geography. An examination of the dynamics of population complements analyses of health and healthcare, the education sector, the welfare state, and the changing character of urban places.

**GEOG 307** **Urban Geography** **15 Points**

Analysis of key processes shaping socio-cultural geographies of contemporary cities. Using international and local examples, issues such as the economy of cities, the culture of cities, home and housing, segregation and polarisation, the imaging of cities and sustainability are explored.

**GEOG 312** **Geographies of Pacific Development** **15 Points**

Examines development processes and issues in the countries of the Pacific. Themes will include development theory, colonialism, environment, population, economic systems, migration, gender, ethnicity and identity, geopolitics and international linkages, and development strategies.

**GEOG 313** **Advanced Analytical Methods in Geography** **15 Points**

An introduction to multivariate statistical methods and their application to model building and systems analysis.



**GEOG 315 15 Points****Research Design and Methods in Human Geography**

A lecture, practical and field course, the focus of which is a residential field section during the mid-semester study break. The course provides students with experience in designing and executing a research project. It is designed both to prepare students for the increasing number of jobs that require these research skills and as an introduction to research for those proceeding to higher degrees.

*Prerequisite:* GEOG 250 and either GEOG 202 or 205 plus at least one of GEOG 302, 305, 307, 312, 320, 322, 325, or equivalent

**GEOG 317 15 Points****Remote Sensing and GIS for Physical Environments**

Further develops key concepts of geographic information science in earth and environmental sciences including physical geography. Covers techniques for describing the physical environment, ways of analysing and visualising the environment, particularly raster-based surface models, and spatial analysis of surface models. Also develops concepts and theories of remote sensing from space, aerial photography, and image analysis, emphasising the proper use of remotely sensed material.

*Prerequisite:* GEOG 210 or equivalent

**GEOG 318 15 Points****GIS for Human Environments**

Further develops key concepts of geographic information science as applied to human activity including retailing, population and health, crime analysis, tourism, consumer behaviour, and planning. Covers techniques for describing human artefacts and activities, ways of analysing and visualising activity in space, spatial analysis of census data, consumption, individual accessibility and activities in time, monitoring devices including remote imagery, locational technology, and privacy.

*Prerequisite:* GEOG 210 or equivalent

*Restriction:* GEOG 208

**GEOG 319 15 Points****GIS Project**

This course builds on materials in GEOG 317 and/or GEOG 318 by providing an opportunity for students to pursue a topic of choice through an individual project. Project topics are developed by students in conjunction with the instructors, and input and ideas from other courses is encouraged.

*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.

**GEOG 322 15 Points****Culture and Environment in East Asia**

This course takes a topical and regional approach to the geography of East Asia. The unity and diversity of East Asia, environment and cultural development, industrialisation and urbanisation, population problems and environmental management are emphasised.

**GEOG 325 15 Points****Special Topic: The Human Dimension of Disasters**

An overview of the human dimension of disasters which covers crucial concepts and theories, vulnerability and the causes of disasters, disaster risk reduction and management, post-disaster recovery and transversal issues such as culture and gender. The discussions draw on examples and case studies from throughout the world with a particular focus on the most vulnerable and marginalised areas and communities.

**GEOG 330 15 Points****Research Methods in Physical Geography**

Research design and associated research methods from the component fields of physical geography. A residential field trip forms a focus for the course. On this trip, students will work under supervision in small groups and apply selected research methods and techniques to a research project. Fieldwork will be followed by the development and presentation of the research project.

*Prerequisite:* GEOG 250 and GEOG 201 plus at least one of GEOG 331, 332, 334, 351, or equivalent

**GEOG 331 15 Points****Fluvial Geomorphology**

An integrated study of hydrological and fluvial processes in a river basin context. Content includes examination of the water balance, run off generating processes and river hydrology, integrated with investigation of sediment sources and transport and resulting deposits. Scientific principles are applied to selected practical problems. There is a fieldtrip associated with this course.

*Prerequisite:* 45 points at Stage II, including 15 points from GEOG 201, 260–263, 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 15 points from GEOG 201, 260–263 or equivalent

**GEOG 333 15 Points****Special Topic: Field-focused Research in Earth System Science**

*Prerequisite:* Permission of School Director

*Restriction:* GEOG 204, 315, 330

**GEOG 334 15 Points****Quaternary Environmental Change**

Examination of the nature and causes of environmental changes over the Quaternary (last 2.58 million years), with a focus on late-Pleistocene and Holocene New Zealand. Topics include: methods used to reconstruct past changes, including paleoecological, sedimentological and geochemical techniques; methods use to establish chronologies for records of changing environments, including radiometric and incremental techniques; consideration of human-environment interactions.

*Prerequisite:* 45 points at Stage II, including 15 points from GEOG 201, 260–263

**GEOG 351 15 Points****Dynamics of Coastal Systems**

Examination of material on processes in coastal and marine environments that shape coastal landforms. Topics include: wave, tide and current processes and sediment fluxes controlling short-term coastal change; styles and rates of morphological change of different landforms; sea level and sediment supply controls on evolution of landforms; coastal management issues in New Zealand.

*Prerequisite:* 45 points at Stage II, 15 points from GEOG 201, 260–263, or equivalent

**GEOG 352 15 Points****Landscape, Environment and Heritage**

The historical and cultural processes of environmental transformation, landscape and heritage making and representation are examined. Attention is directed to theories of and approaches to landscape and environment including Māori ideas of human-environment relations. The course explores how ideas about environment and landscape shape places.

**GEOG 360 15 Points****Climate Processes**

An introduction to 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 GEOG 201 or 15 points from GEOG 260–263, or equivalent

**GEOG 361 15 Points****Earth Hazards**

An exploration of the causative mechanisms of a variety of geological and meteorological hazards. Tools for assessing, monitoring and mitigating hazards are investigated. Case studies are used to identify the potential impacts on society.

*Prerequisite:* 45 points at Stage II or above

**GEOG 362 15 Points****Environmental Hydrology**

An exploration of the physical science underpinning hydrology. Hydrological pathways are used to examine rainfall-runoff with links made to water quality and eco-hydrology. There is a particular focus on the hydrological impact of urban development and attempts to understand and implement water sensitive cities.

*Prerequisite:* 15 points from GEOG 101, ENVSCI 101; 15 points from GEOG 201, 250, 261 or 331

**Diploma Courses****GEOG 690 30 Points****GEOG 690A 15 Points****GEOG 690B 15 Points****Graduate Diploma Dissertation (Geography)**

To complete this course students must enrol in GEOG 690 A and B, or GEOG 690

**Postgraduate 700 Level Courses****GEOG 711 15 Points****Emerging Economic Spaces**

Examines globalising economic processes, localising forces, and the practices of economic actors in the production of emerging economic spaces. The course

considers contemporary analytical and conceptual debates, including global value chains, geographic imaginaries, new economies, and diverse economies.  
*Restriction:* GEOG 724

**GEOG 712 15 Points****Land, Place and Culture**

Contemporary geographic perspectives on society and culture, focusing on a review of traditional and new cultural geographic approaches to the constructions of place and environment, ethnicity, gender and identity. 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 Health**

An exploration of the changing nature of human populations, the dynamics of human mobilities, the determinants of health status and evolving modes of healthcare provision.

*No formal prerequisite, but an understanding of material in Stage III courses in human geography will be assumed.*

*Restriction:* GEOG 725, 726

**GEOG 715 15 Points****Development and New Regional Geographies**

'Development' is place-dependent and takes place at a range of scales. This course considers economic, socio-cultural, geopolitical and environmental transformations of nations, regions, communities, and emerging or post-foundational political spaces focussing on examples from Pacific, Asia and New Zealand.

*Restriction:* GEOG 721

**GEOG 717 15 Points****Contemporary Issues in Human Geography**

A critical review of selected issues and debates in contemporary human geography.

**GEOG 732 15 Points****Quaternary Environmental Change**

The use and interpretation of the output of a range of paleoclimate reconstruction tools including dendroclimatology, palynology and environmental isotopes with a focus on New Zealand archives of past environments. The dating tools used to constrain and help explain the timing of the events interpreted from the paleoclimate data will also be considered.

**GEOG 738 15 Points****Future Food and Biological Economies**

Investigates contemporary understandings, issues and strategies relating to the development of biological economies and food networks in the context of the globalising food economy. Addresses transformations in agro-food complexes and questions of nature-society relationships to do with 'sustainable' and 'resilient' food production and consumption.

**GEOG 739 15 Points****Research Topics in Geography**

Directed research on an approved topic or topics.

*Prerequisite:* Approval of the Programme Coordinator

**GEOG 745 15 Points****Hydrogeomorphology and River Restoration**

Catchment-scale perspectives are used to analyse spatial and temporal variability in river forms and processes. River responses to human disturbance are placed in a longer-term evolutionary context. Prospective 'river futures' are appraised, linking principles from geomorphology and hydrology to provide a physical platform with which to

frame management applications (especially river rehabilitation options).

*No formal prerequisite but final year undergraduate experience in a related field required.*

#### **GEOG 746** **15 Points** **Dynamic Coasts**

An advanced study of the driving mechanisms and associated processes that shape coastlines. Uses and explores the morphodynamic concept as an integrating theme. Lecture topics examine wave hydrodynamics; surfzone circulation; fluid-sediment interactions and larger scale morphodynamics. Using sandy beach systems as the starting point, the dynamics of other coastal settings (eg, gravel beaches, estuaries, coral reefs) are considered to examine approaches to model coastal behaviour.

*No formal prerequisite but an understanding equivalent to GEOG 351 will be assumed.*

#### **GEOG 748** **15 Points** **Fragile Coasts, Vulnerable Communities**

Coastal communities are commonly perceived to be threatened by coastal change. Evaluate management responses. Case studies: highlight any geographic variation in local-scale vulnerability; critically evaluating methods that assess physical and social vulnerability; and demonstrating the importance of understanding these factors in coastal management decision-making.

#### **GEOG 749** **15 Points** **Climate and Society**

An examination of inter-relationships between climate and society. The sensitivity of selected biophysical and human activity systems to climate will be investigated and the actual and potential impacts of climatic variability and change investigated. Impact themes will vary from year to year, but are likely to be drawn from hydrology and water resources, agriculture, human health, ecosystems, and energy.

*No formal prerequisite but an understanding equivalent to GEOG 332 will be assumed.*

#### **GEOG 759** **15 Points** **Research Topics in Geography**

Directed research on an approved topic or topics.

*Prerequisite: Approval of the Programme Coordinator*

#### **GEOG 760** **15 Points** **Special Topic in Geography**

#### **GEOG 771** **15 Points** **Spatial Analysis and Geocomputation**

Approaches and challenges to analysing spatial data. Specific techniques covered will include measures of spatial autocorrelation, geographical regression, point pattern analysis, interpolation, overlay analysis, and an introduction to some of the newer geocomputation methods such as neural networks and cellular automata. Students will conduct a significant analysis task as part of this course.

*No formal prerequisite but an understanding equivalent to GEOG 318 will be assumed.*

#### **GEOG 772** **15 Points** **Sensing Technology and Data Analysis**

Acquisition of airborne imagery, very high resolution satellite imagery, ground penetrating radar data, and LiDAR data. Geospatial data referencing, geometric and thematic accuracy of geospatial data, image classification and accuracy assessment, multitemporal

data analysis, integrated processing of images using GPS and GIS data.

*No formal prerequisite but an understanding equivalent to GEOG 317 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 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 or equivalent will be assumed.*

#### **GEOG 789** **30 Points**

#### **GEOG 789A** **15 Points**

#### **GEOG 789B** **15 Points**

#### **Honours Dissertation in Geography**

*To complete this course students must enrol in GEOG 789 A and B, or GEOG 789*

#### **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*

### **Geology**

#### **Stage I**

#### **GEOLOGY 103** **15 Points** **Dynamic 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: GEOLOGY 101, 102*

#### **Stage II**

#### **GEOLOGY 201** **15 Points** **Introductory Geological Skills and Methods**

Introduction to field geological practice to build up a 3D picture of the geological history of a local field area. Includes: evaluation of structure and stratigraphy in the field, identification of fossils and their use as mapping aids, relationships between geomorphology and underlying geology, and keeping a systematic record of field observations, and culminates with independent mapping projects.

*Prerequisite: 15 points from GEOLOGY 103 or 104*



**GEOLOGY 202****15 Points****Evolution of Earth and Life**

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.

*Prerequisite:* 15 points from GEOLOGY 103 or 104

**GEOLOGY 203****15 Points****Rock Genesis**

An examination of the origin and evolution of igneous, sedimentary and metamorphic rocks by focussing on formative processes in the Earth's interior and surface. Material covered includes: controls on the mineralogy and chemistry of magmas; sedimentary processes and controls; biogenic sediments; and metamorphic facies. Silicate and carbonate minerals will be introduced and used to develop petrographic microscopy skills. The course includes fieldwork.

*Prerequisite:* GEOLOGY 103

**GEOLOGY 204****15 Points****Earth Structure**

A foundation course in structural geology introduces students to descriptive and analytical methods for working with deformed rock. On completion of this course a student will be able to describe brittle and ductile structures, undertake simple analyses of stress and strain, and appreciate the role that structural geology plays in the applied and fundamental geological sciences, including engineering geology, geophysics, mineral and energy exploration, hydrogeology, and tectonophysics. Students enrolling in this course are encouraged to complement it with courses in any of mathematics, physics and/or geomechanics.

*Prerequisite:* 15 points from GEOLOGY 103 or 104

**GEOLOGY 205****15 Points****GEOLOGY 205G****15 Points****New Zealand: Half a Billion Years on the Edge**

Take a 500 million year journey through time following the geologic and biologic development of New Zealand from humble beginnings on the edge of the ancient supercontinent Gondwana to the present day geologically dynamic land mass beset by volcanic eruptions, earthquakes and massive erosion as a consequence of being located on the edge of the Earth's largest tectonic plate.

*Prerequisite:* Any 75 points

**Stage III****GEOLOGY 301****15 Points****Advanced Geological Skills and Methods**

Focuses on advanced field skills, work flows and interpretations needed to decipher increasingly complex geological terrains. Examination of a range of sedimentary and igneous units in stratigraphically and structurally complex locations. Critically examine outcrops and develop complex 4D models of tectono-stratigraphic evolution. Field exercises culminate in an individual mapping exercise and synthesis of the basin history.

*Prerequisite:* GEOLOGY 201 and 30 points from GEOLOGY 202–204

**GEOLOGY 302****15 Points****Hydrogeology**

An examination of the physical aspects of hydrogeology

including Darcy's Law, Potentiometric surface maps, flow nets, groundwater flow modelling, and the determination of aquifer properties from pumping tests and slug tests. Geochemical and contaminant transport will also be covered.

*Prerequisite:* GEOLOGY 201, 203

**GEOLOGY 303****15 Points****Sedimentary Paleoenvironments**

Advanced course that critically examines an array of ancient sedimentary environments from the geologic record. Reconstruction of sedimentary paleoenvironments utilises a multi-proxy approach, incorporating facies analysis, taxonomy, paleoecology, taphonomy, geostatistics and sequence stratigraphy. Paleontological and sedimentological case studies are examined and integrated exercises used to interpret complex 3D and 4D dynamic environmental models.

*Prerequisite:* An understanding equivalent to GEOLOGY 202 or 203 is desirable

**GEOLOGY 304****15 Points****Volcanology, Petrology and Geochemistry**

The generation and modification of magmas based on mineralogical, chemical and isotopic systems. The processes of physical volcanology including eruptions styles and deposits. The practical course involves an integrated field and laboratory project on rocks from a volcanic terrain, and introduces the use of geochemical models for magma evolution and tectonic settings. Geochemical systems in a range of environments are investigated.

*Prerequisite:* GEOLOGY 203

**GEOLOGY 305****15 Points****Earth Deformation**

An exploration of the causes and effects of vertical and horizontal motions of the Earth's lithosphere, synthesising information from all fields of the geosciences. Students taking this course are exposed to seminal literature covering various tools and methods used for deciphering deformation at divergent and convergent plate margins. On completion of this course a student will have a strong foundation in tectonophysics, including seismotectonic hazards, and experience in critical evaluation of the scientific literature.

*Prerequisite:* GEOLOGY 204

**GEOLOGY 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.

*Prerequisite:* 15 points from GEOLOGY 201–204, PHYSICS 230, 231. Understanding of basic Maths covered in MATHS 102 and basic Geology covered in GEOLOGY 103 is assumed

**GEOLOGY 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: Either CIVIL 220 or GEOLOGY 201*

**GEOLOGY 382** 15 Points  
**Special Topic: Field-focused Research in Geology**  
*Prerequisite: Permission of the School Director*

### Diploma Courses

**GEOLOGY 681** 15 Points  
**Special Topic 1**

**GEOLOGY 682** 15 Points  
**Special Topic 2**

**GEOLOGY 690** 30 Points

**GEOLOGY 690A** 15 Points

**GEOLOGY 690B** 15 Points

### Graduate Diploma Dissertation (Geology)

*To complete this course students must enrol in GEOLOGY 690 A and B, or GEOLOGY 690*

### Postgraduate 700 Level Courses

**GEOLOGY 701** 15 Points  
**Engineering Geological Mapping**

A field-based course which provides hands-on experience in outcrop mapping, geomorphic mapping, and simple field testing of rocks and soils for geotechnical purposes.

*Prerequisite: GEOLOGY 372*

**GEOLOGY 703** 15 Points  
**Geothermal Geology**

Geothermal systems are dynamic and of vital significance to national energy requirements. The course overviews the geologic, hydrologic, and geochemical features of geothermal systems with emphasis on those occurring in New Zealand. Topics include the geologic setting of geothermal fields, exploration, heat and mass transfer, fluid compositions and boiling and mixing, geology of reservoirs, fluid/mineral equilibria, alteration, and reservoir geothermometry.

**GEOLOGY 704** 15 Points  
**Special Topic**

**GEOLOGY 705** 15 Points  
**Geohazards**

Introduction to contemporary methods used to identify and assess natural hazards, techniques used for the probabilistic forecasting, spatial representation and communication of hazards. How the relationship between hazard information, risk mitigation and emergency management is addressed. There will be a strong focus on the use of case studies.

**GEOLOGY 706** 30 Points  
**Special Topic**

**GEOLOGY 707** 30 Points  
**Research Topics in Geology**

*Admission to research project by approval of Programme Coordinator.*

**GEOLOGY 713** 15 Points  
**Tectonic Geomorphology**

New Zealand is an ideal location in which to investigate the interplay between tectonics and geomorphic processes. This will be demonstrated by

combining relevant case studies and field practise whereby students will develop skills in report writing and handling of some of the data, literature and tools necessary to conduct field research in active tectonics and landform generation.

*Restriction: GEOG 743, GEOLOGY 712, 773*

**GEOLOGY 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*

**GEOLOGY 721** 15 Points  
**Past Life and Ancient Environments**

Paleontological data are used in hydrocarbon exploration, resource assessment, sequence stratigraphy, sedimentary basin analysis, dating/correlation of rocks, and evaluation of global biodiversity, paleobiogeography, and life's evolution. This course examines fossils as research tools to decipher past biology, events and environments (Archean to Quaternary in age).

**GEOLOGY 741** 15 Points  
**Mineral Deposit Geochemistry**

Advanced teaching in geochemistry that relates to mineral deposits, and examines case histories of ore deposits, to allow critical assessment of recent advances in research that underpins understanding of ore deposits.

*Prerequisite: GEOLOGY 302*

*Restriction: GEOLOGY 742*

**GEOLOGY 752** 15 Points  
**Understanding Volcanic Systems**

Understanding how and why volcanoes erupt from magma processes in mantle to eruption at the surface. All tectonic settings and explosive and effusive processes are examined. Volcanic hazards and resource exploration in volcanic terrain is also covered.

*Restriction: GEOLOGY 751*

**GEOLOGY 754** 15 Points  
**Pure and Applied Sedimentology**

An integrated account of aspects of advanced sedimentology from sediment source to sink. Critical examination of recent and ongoing, pure and applied research into the dynamics of sedimentary environments and their recognition in the ancient record.

*No formal prerequisite, but knowledge of sedimentology and sedimentary processes at the level covered in GEOLOGY 202 or GEOG 201 will be assumed.*

**GEOLOGY 771** 15 Points  
**Analysis Techniques in Engineering Geology**

Application of analysis techniques routinely used in engineering geology. Topics covered in this course include slope stability, rock fall assessment, landslide runoff, groundwater seepage, and stresses around underground openings. Attendance is required to two half-day fieldtrips.

*Prerequisite: GEOLOGY 372 or equivalent*

<b>GEOLOGY 772</b> <b>Hydrogeology</b> Examination of groundwater processes, use and management.	<b>15 Points</b>
<b>GEOLOGY 789</b>	<b>30 Points</b>
<b>GEOLOGY 789A</b>	<b>15 Points</b>
<b>GEOLOGY 789B</b>	<b>15 Points</b>
<b>BSc(Hons) Dissertation in Geology</b> <i>To complete this course students must enrol in GEOLOGY 789 A and B, or GEOLOGY 789</i>	
<b>GEOLOGY 795A</b>	<b>60 Points</b>
<b>GEOLOGY 795B</b>	<b>60 Points</b>
<b>MSc Thesis in Applied Geology</b> <i>To complete this course students must enrol in GEOLOGY 795 A and B</i>	
<b>GEOLOGY 796A</b>	<b>60 Points</b>
<b>GEOLOGY 796B</b>	<b>60 Points</b>
<b>MSc Thesis in Geology</b> <i>To complete this course students must enrol in GEOLOGY 796 A and B</i>	

## Geophysics

### Stage III

<b>GEOPHYS 330</b> <b>Physics of the Earth</b> Discussion of the physics of the solid earth includes: the gravitational field, the rotation and figure of the earth, seismology and the internal structure of the earth, the earth's internal heat, the geomagnetic field, paleomagnetism and geodynamics. The applied geophysics section covers the theoretical basis of geophysical exploration techniques, including seismic methods. <i>No formal prerequisite, but it will be assumed that students have passed either (PHYSICS 213, 230 or 231, and 15 points in Geology) or (GEOLOGY 204, MATHS 108 or 150, and 15 points in Physics)</i>	<b>15 Points</b>
<b>GEOPHYS 331</b> <b>Physics of the Atmosphere and Ocean</b> The application of fluid dynamics to the motion of the atmosphere and oceans. Marine topics include: ocean structure, oceanic circulation, underwater acoustics, tides and waves. Atmospheric topics include: boundary layer meteorology and the microphysics of clouds and precipitation. A weekend field trip is a component of the course. <i>Prerequisite: PHYSICS 230 or 231, and one of PHYSICS 211, MATHS 253, ENGSCI 211. PHYSICS 213 is recommended preparation</i>	<b>15 Points</b>
<b>GEOPHYS 339</b> <b>Special Topics in Geophysics</b>	<b>15 Points</b>

### Diploma Courses

<b>GEOPHYS 690</b>	<b>30 Points</b>
<b>GEOPHYS 690A</b>	<b>15 Points</b>
<b>GEOPHYS 690B</b>	<b>15 Points</b>
<b>Graduate Diploma Dissertation in Geophysics</b> <i>To complete this course students must enrol in GEOPHYS 690 A and B, or GEOPHYS 690</i>	

<b>GEOPHYS 691</b>	<b>30 Points</b>
<b>GEOPHYS 691A</b>	<b>15 Points</b>
<b>GEOPHYS 691B</b>	<b>15 Points</b>
<b>PG Diploma Dissertation in Geophysics</b> <i>To complete this course students must enrol in GEOPHYS 691 A and B, or GEOPHYS 691</i>	

### Postgraduate 700 Level Courses

<b>GEOPHYS 761</b> <b>Advanced Applied Geophysics 1</b> The theory and practice of seismic and ground-penetrating radar methods. Topics include: basic theory, theory of methods, data acquisition, data processing, and interpretation. Students are required to select four of the five topics. <i>Prerequisite: GEOLOGY 361 and GEOPHYS 330</i> <i>Restriction: GEOPHYS 763</i>	<b>15 Points</b>
<b>GEOPHYS 762</b> <b>Advanced Applied Geophysics 2</b> The theory and practice of potential field, electrical and electro-magnetic methods. Topics include: basic theory, theory of methods, data acquisition, data processing and interpretation of gravity and magnetic data and of electrical data. Students are required to select four of the five topics. <i>Prerequisite: GEOLOGY 361 and GEOPHYS 330</i> <i>Restriction: GEOPHYS 763</i>	<b>15 Points</b>
<b>GEOPHYS 763</b>	<b>15 Points</b>
<b>GEOPHYS 763A</b>	<b>7.5 Points</b>
<b>GEOPHYS 763B</b>	<b>7.5 Points</b>
<b>Advanced Applied Geophysics 3</b> A selection of four of the topics in GEOPHYS 761 and 762. Either the physical principles of applied geophysical methods, or the practice of applied geophysical methods, including data acquisition, data processing, and interpretation. <i>Prerequisite: Either 15 points at Stage III Physics or Geophysics, or GEOLOGY 361</i> <i>Restriction: GEOPHYS 761, 762</i> <i>To complete this course students must enrol in GEOPHYS 763 A and B, or GEOPHYS 763</i>	
<b>GEOPHYS 780</b> <b>Special Topic in Geophysics</b>	<b>15 Points</b>
<b>GEOPHYS 789</b>	<b>30 Points</b>
<b>GEOPHYS 789A</b>	<b>15 Points</b>
<b>GEOPHYS 789B</b>	<b>15 Points</b>
<b>BSc(Hons) Dissertation</b> <i>To complete this course students must enrol in GEOPHYS 789 A and B, or GEOPHYS 789</i>	
<b>GEOPHYS 796A</b>	<b>60 Points</b>
<b>GEOPHYS 796B</b>	<b>60 Points</b>
<b>MSc Thesis in Geophysics</b> <i>To complete this course students must enrol in GEOPHYS 796 A and B</i>	

## Information Technology

*For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.*

## Marine Science

### Stage II

#### MARINE 202 15 Points Principles of Marine Science

An introduction to the physical and biological structure of the oceans, sea floor, coastlines and the biological communities that inhabit them. Subject matter includes an overview of the nature and scope of marine science globally and within the New Zealand and Auckland contexts. A wide coverage of marine science issues are presented with an emphasis on multidisciplinary examples.

*No formal prerequisite, although an understanding of Stage I level science is assumed.*

### 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.*

### Postgraduate 700 Level Courses

#### MARINE 701 15 Points Current Issues in Marine Science

A seminar-based examination of selected current issues in Marine Science. Seminars will be jointly run using a web link between the Universities of Auckland, Otago and Victoria. The topics and material will recognise the wide range of undergraduate experience across participants and emphasise the value of cross-disciplinary approaches to Marine Science.

#### MARINE 702 15 Points Field Techniques in Marine Science

An advanced course in the development of practical skills in research design, implementation and analysis in Marine Science. Students participate in two field units: a compulsory field unit at The University of Auckland and a choice of either the unit offered by the University of Otago or the unit offered by Victoria University of Wellington. Each course focuses on different themes in Marine Science.

#### MARINE 703 15 Points Marine Protected Areas

A review of current science related to MPA, including biogeographical and ecological principles in the design of marine reserve networks, MPA as controls in ecosystem research, conservation of biological diversity, interaction with fisheries, and case studies and experiences involving guest lecturers. Practicals may include visits to Goat Island marine reserve and other locations, and analysis and interpretation of data related to MPA.

*Restriction: ENVSCI 726*

#### MARINE 796A 60 Points

#### MARINE 796B 60 Points

#### MSc Thesis in Marine Science

*To complete this course students must enrol in MARINE 796 A and B*

## Mathematics

### Foundation Courses

#### MATHS 91F 15 Points Foundation Mathematics 1

This first mathematics course for students enrolled in the Tertiary Foundation Certificate programme aims to promote an understanding of number skills, including an introduction to algebra. Students will learn how to use simple technology and develop their problem solving abilities.

*Restriction: MATHS 91W*

#### MATHS 92F 15 Points Foundation Mathematics 2

This second mathematics course for students enrolled in the Tertiary Foundation Certificate programme aims to use the skills learnt in MATHS 91F to develop an understanding of functions in their tabular, algebraic and graphical representations. This course prepares students for either MATHS 101 or 102.

*Recommended preparation: MATHS 91F or 93F*

*Restriction: MATHS 92W*

#### MATHS 93F 15 Points Foundation Mathematics 3

This Extension Mathematics course for students enrolled in the Tertiary Foundation Certificate Programme aims to promote an understanding of numerical and algebraic skills at a deeper level than MATHS 91F. Students will learn how to use simple technology and develop their problem solving abilities.

*Restriction: MATHS 93W*

#### MATHS 94F 15 Points Foundation Mathematics 4

This second Extension Mathematics course for students enrolled in the Tertiary Foundation Certificate Programme aims to use the skills learnt in MATHS 93F to develop an understanding of functions, including differential functions, in their tabular, algebraic and graphical representations. This course prepares students for either MATHS 101 or 102.

*Recommended preparation: MATHS 93F*

*Prerequisite: MATHS 93F*

*Restriction: MATHS 94W*

### Preparatory Courses

#### MATHS 91P 15 Points Preparatory Mathematics 1

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 91F, 91W*

#### MATHS 93P 15 Points Preparatory Mathematics 3

Aims to promote an understanding of numerical and algebraic skills at a deeper level than MATHS 91P. Students will learn how to use simple technology and develop their problem solving abilities.

*Restriction: MATHS 93F, 93W*

### Stage I

#### MATHS 101 15 Points

#### MATHS 101G 15 Points

#### Mathematics in Society

Students will encounter the role mathematics plays



in understanding and guiding human activity. The teaching is thematic and students experience how fundamental mathematical ideas occur in modelling diverse features of our society such as the environment (eg, air pollution) and medicine (eg, burns, drug dosages).

*Recommended preparation:* For students who have not studied Mathematics at NCEA Level 3 (or equivalent)

*Restriction:* MATHS 101/101G may not be taken with, or after, any other Mathematics course except MATHS 190/190G. MATHS 101/101G is not available to students who have 12 credits or more in Mathematics at NCEA Level 3 or those who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a D or better, or those who have passed International Baccalaureate Mathematics, or equivalent

### **MATHS 102** **15 Points** **Functioning in Mathematics**

This introduction to calculus focuses on the development of mathematical skills and concepts leading up to calculus, through active participation in problems that model real life. Prepares students for further study in Mathematics.

*Recommended preparation:* For students who have achieved fewer than 12 credits in Calculus or Statistics at NCEA Level 3, or who have achieved at least 18 credits in Mathematics at NCEA Level 2 (or equivalent) and fewer than 12 credits in Calculus or Statistics at NCEA Level 3

*Restriction:* MATHS 102 may not be taken with or after any other Mathematics course at Stage I or above, except MATHS 101/101G or MATHS 190/190G

### **MATHS 108** **15 Points** **General Mathematics 1**

A general entry to Mathematics for commerce and the social sciences, following Year 13 Mathematics. MATHS 108 covers selected topics in algebra and calculus and their applications, including: linear functions, linear equations and matrices; functions, equations and inequalities; limits and continuity; differential calculus of one and two variables; integral calculus of one variable.

*Prerequisite:* MATHS 102 or at least 12 credits in Achievement Standards in NCEA Level 3 Calculus, or at least 18 credits in Achievement Standards NCEA Level 3 Statistics and Modelling including standard 90644 Solving Equations. Alternative prerequisites include a D or better in CIE A2 Mathematics or a C or better in CIE AS Mathematics, or 3 out of 7 in IB Mathematics.

*Restriction:* ENGSCI 111, MATHS 153, 208, 250, PHYSICS 111. May not be taken with, or after, MATHS 150

### **MATHS 150** **15 Points** **Advancing Mathematics 1**

The gateway to further mathematics courses for students intending to major in mathematics, statistics, physics, economics, finance or mathematical biology. It gives an introduction to the use of careful mathematical language and reasoning in the context of calculus of functions of a single variable and of linear algebra in finite dimensional spaces. Recommended preparation for MATHS 250.

*Prerequisite:* B- in MATHS 108, or A- in MATHS 102, or at least 18 credits in NCEA Mathematics with Calculus including at least 6 credits at merit or excellence, or B in CIE A2 Mathematics, or equivalent

*Restriction:* MATHS 153, ENGSCI 111, PHYSICS 111

### **MATHS 153** **15 Points**

#### **Accelerated Mathematics**

A version of MATHS 150 for high achieving Year 13 students.

*Enrolment requires permission from Department*

*Restriction:* MATHS 108, 150, ENGSCI 111, PHYSICS 111

### **MATHS 162** **15 Points**

#### **Modelling and Computation**

In this introduction to mathematical modelling and scientific computing, students will learn how to formulate mathematical models and how to solve them using numerical and other methods. A core course for students who wish to advance in Applied Mathematics.

*Corequisite:* One of MATHS 108, 150, 153, ENGSCI 111, ENGGEN 150

### **MATHS 190** **15 Points**

### **MATHS 190G** **15 Points**

#### **Great Ideas Shaping our World**

Mathematics contains many powerful and beautiful ideas that have shaped the way we understand our world. This course explores some of the grand successes of mathematical thinking. No formal mathematics background is required, just curiosity about topics such as infinity, paradoxes, cryptography, knots and fractals.

## **Stage II**

### **MATHS 202** **15 Points**

#### **Tutoring in Mathematics**

This is a mainly practical course in which selected students learn tutoring skills that are put to use in MATHS 102 tutorials. In a small interactive class, students learn to mark, to question strategically and to facilitate learning. The theory and issues of mathematics education as a research field are also introduced.

*Prerequisite:* 30 points from courses in Mathematics and Departmental consent required

### **MATHS 208** **15 Points**

#### **General Mathematics 2**

This sequel to MATHS 108 features applications from the theory of multi-variable calculus, linear algebra and differential equations to real-life problems in statistics, economics, finance, computer science, and operations research. Matlab is used to develop analytical and numerical methods of solving problems.

*Prerequisite:* 15 points from ENGSCI 111, PHYSICS 111, MATHS 108, 150, 153

*Restriction:* MATHS 208 cannot be taken, concurrently with, or after MATHS 250, 253 or PHYSICS 211

### **MATHS 250** **15 Points**

#### **Advancing Mathematics 2**

This preparation for advanced courses in mathematics is intended for all students who plan to progress further in mathematics. Covers topics from multivariable calculus and linear algebra that have many applications in science, engineering and commerce, including vector spaces, eigenvalues, power series, least squares and improper integrals. The emphasis is on both the results and the ideas underpinning these.

*Prerequisite:* 15 points from ENGSCI 111, MATHS 150, 153, PHYSICS 111 or an A in MATHS 108, or a B+ in MATHS 208



**MATHS 253 15 Points****Advancing Mathematics 3**

The standard sequel to MATHS 250. It covers topics in linear algebra and multi-variable calculus including linear transformations, quadratic forms, double and triple integrals and constrained optimisation. It is a preparation for a large number of Stage III courses in mathematics and statistics, and for many advanced courses in physics and other applied sciences. All students intending to advance in mathematics should take this course.

*Prerequisite:* MATHS 250 or an A in MATHS 208

*Restriction:* PHYSICS 211

**MATHS 255 15 Points****Principles of Mathematics**

An introduction to mathematical thinking and communication: how to organise arguments logically and prove results. Rigorous notions are developed using topics that are central to the foundations of algebra and analysis including set theory, logic, abstract vector spaces and elementary number theory. An essential course for all students advancing in pure mathematics.

*Prerequisite:* MATHS 250 or an A in MATHS 208

**MATHS 260 15 Points****Differential Equations**

The study of differential equations is central to mathematical modelling of systems that change. Develops methods for understanding the behaviour of solutions to ordinary differential equations. Qualitative and elementary numerical methods for obtaining information about solutions are discussed, as well as some analytical techniques for finding exact solutions in certain cases. Some applications of differential equations to scientific modelling are discussed. A core course for Applied Mathematics.

*Prerequisite:* MATHS 208 or ENGSCI 211 or a concurrent enrolment in MATHS 250

**MATHS 269 15 Points****Mathematics of Money**

An introduction to the mathematics of the personal finance of saving and investment. Topics include interest, inflation, annuities, bonds, shares, mortgages and pension plans. This course will provide a useful introduction to STATS 370 but is not a prerequisite.

*Prerequisite:* One of MATHS 150, 153, 208, 250, PHYSICS 111

**MATHS 270 15 Points****Numerical Computation**

Many mathematical models occurring in Science and Engineering cannot be solved exactly using algebra and calculus. Students are introduced to computer-based methods that can be used to find approximate solutions to these problems. The methods covered in the course are powerful yet simple to use. This is a core course for students who wish to advance in Applied Mathematics.

*Prerequisite:* One of MATHS 108, 150, 153, PHYSICS 111, ENGGEN 150, ENGSCI 111, and one of MATHS 162, COMPSCI 101, 105, INFOSYS 110, 120 (recommended MATHS 162)

**Stage III****MATHS 302 15 Points****Teaching and Learning Mathematics**

For people interested in thinking about the social, cultural, political, economic, historical, technological and theoretical ideas that influence mathematics

education, who want to understand the forces that shaped their own mathematics education, or who are interested in teaching. Students will develop their ability to communicate ideas in essay form.

*Recommended preparation:* At least 45 points from courses in Mathematics or Statistics

**MATHS 307 15 Points****Special Topic in Mathematics Education 1**

Both MATHS 307 and 308 deal with some special topic(s) of contemporary interest in mathematics education.

**MATHS 308 15 Points****Special Topic in Mathematics Education 2**

Both MATHS 307 and 308 deal with some special topic(s) of contemporary interest in mathematics education.

**MATHS 310 15 Points****History of Mathematics**

A study of some of the topics occurring in the history of mathematics which facilitate the understanding of modern mathematics. These include: concepts of number, geometry, algebra, and the differential and integral calculus.

*Corequisite:* At least 30 points at Stage III in Mathematics

**MATHS 315 15 Points****Mathematical Logic**

Logic addresses the foundations of mathematical reasoning. It models the process of mathematical proof by providing a setting and the rules of deduction. Builds a basic understanding of first order predicate logic, introduces model theory and demonstrates how models of a first order system relate to mathematical structures. The course is recommended for anyone studying high level computer science or mathematical logic.

*Prerequisite:* COMPSCI 225 or MATHS 255 or PHIL 222

**MATHS 320 15 Points****Algebraic Structures**

This is a framework for a unified treatment of many different mathematical structures. It concentrates on the fundamental notions of groups, rings and fields. The abstract descriptions are accompanied by numerous concrete examples. Applications abound: symmetries, geometry, coding theory, cryptography and many more. This course is recommended for those planning graduate study in pure mathematics.

*Prerequisite:* MATHS 255 or 328, or an A- pass in MATHS 253

**MATHS 326 15 Points****Combinatorics**

Combinatorics is a branch of mathematics that studies collections of objects that satisfy specified criteria. An important part of combinatorics is graph theory, which is now connected to other disciplines including bioinformatics, electrical engineering, molecular chemistry and social science. The use of combinatorics in solving counting and construction problems is covered using topics that include algorithmic graph theory, codes and incidence structures, and combinatorial complexity.

*Prerequisite:* MATHS 255, or COMPSCI 225 and a B+ in MATHS 208, or COMPSCI 225 and any pass in MATHS 250

**MATHS 328 15 Points****Algebra and Applications**

The goal of this course is to show the power of algebra and number theory in the real world. It concentrates

on concrete objects like polynomial rings, finite fields, groups of points on elliptic curves, studies their elementary properties and shows their exceptional applicability to various problems in information technology including cryptography, secret sharing, and reliable transmission of information through an unreliable channel.

*Prerequisite:* MATHS 255, or B+ pass in COMPSCI 225 and one of MATHS 208, 250, 253

### **MATHS 332** **15 Points** **Real Analysis**

A standard course for every student intending to advance in pure mathematics. It develops the foundational mathematics underlying calculus, it introduces a rigorous approach to continuous mathematics and fosters an understanding of the special thinking and arguments involved in this area. The main focus is analysis in one real variable with the topics including real fields, limits and continuity, Riemann integration and power series.

*Prerequisite:* MATHS 253 and 255, or 253 and a B+ in MATHS 260

### **MATHS 333** **15 Points** **Analysis in Higher Dimensions**

By selecting the important properties of distance many different mathematical contexts are studied simultaneously in the framework of metric and normed spaces. Examines carefully the ways in which the derivative generalises to higher dimensional situations. These concepts lead to precise studies of continuity, fixed points and the solution of differential equations. A recommended course for all students planning to advance in pure mathematics.

*Prerequisite:* MATHS 332

### **MATHS 340** **15 Points** **Real and Complex Calculus**

Calculus plays a fundamental role in mathematics, answering deep theoretical problems and allowing us to solve very practical problems. Extends the ideas of calculus to two and higher dimensions, showing how to calculate integrals and derivatives in higher dimensions and exploring special relationships between integrals of different dimensions. It also extends calculus to complex variables.

*Prerequisite:* MATHS 253

### **MATHS 353** **15 Points** **Geometry and Topology**

A selection of topics providing an introduction to a range of concepts in geometry and general topology, with emphasis on visualisable aspects of these subjects. Topics include some or all of the following: axiom systems, affine geometry, Euclidean and non-Euclidean geometry, projective geometry, symmetry, convexity, the geometric topology of manifolds, and algebraic structures associated with topological spaces.

*Prerequisite:* MATHS 255

### **MATHS 361** **15 Points** **Partial Differential Equations**

Partial differential equations are used to model many important phenomena in the real world (such as heat flow and wave motion). An introductory course on methods of solution for linear partial differential equations in one, two and three dimensions.

*Prerequisite:* MATHS 260 and 253, or PHYSICS 211

### **MATHS 362** **15 Points**

#### **Methods in Applied Mathematics**

Techniques such as variational methods, Green's functions, and perturbation analysis are a crucial part of the applied mathematician's toolbox. Covers a selection of such advanced topics in detail, and is suitable for those students intending to advance in Applied Mathematics or Physics.

*Recommended preparation:* MATHS 340 and 361

*Prerequisite:* MATHS 260 and 253, or PHYSICS 211

### **MATHS 363** **15 Points**

#### **Advanced Modelling and Computation**

Much of modern research in applied mathematics, physics and engineering relies heavily on the construction and numerical solution of mathematical models. Covers the theory and practice of such computational approaches, including the study of numerical linear algebra and differential equations, and bifurcations in ordinary differential equations. Matlab is used extensively.

*Prerequisite:* MATHS 260 and 270

### **MATHS 381** **15 Points** **Special Topic in Mathematics 1**

### **MATHS 382** **15 Points**

#### **MATHS 382A** **7.5 Points**

#### **MATHS 382B** **7.5 Points**

#### **Special Topic in Mathematics 2**

*To complete this course students must enrol in MATHS 382 A and B, or MATHS 382*

### **MATHS 383** **15 Points** **Special Topic in Mathematics 3**

### **MATHS 384** **15 Points** **Special Topic in Mathematics 4**

Each of these courses deals with some special topic(s) of contemporary interest in pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

### **MATHS 386** **15 Points**

#### **MATHS 386A** **7.5 Points**

#### **MATHS 386B** **7.5 Points**

#### **Special Topic in Applied Mathematics 1**

*To complete this course students must enrol in MATHS 386 A and B, or MATHS 386*

### **MATHS 387** **15 Points** **Special Topic in Applied Mathematics 2**

Each of these courses deals with some special topic(s) of contemporary interest in pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

### **MATHS 388** **15 Points** **Special Topic in Applied Mathematics 3**

Each of these courses deals with some special topic(s) of contemporary interest in pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

### **MATHS 389** **15 Points** **Special Topic in Applied Mathematics 4**

Each of these courses deals with some special topic(s) of contemporary interest in applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

**Postgraduate 700 Level Courses****MATHS 701 15 Points****Research Skills in Mathematics Education**

Prepares students for postgraduate study in mathematics and statistics education. Its emphasis is on workshops in the key research skills required by students working at this level. It will cover a range of research issues and techniques.

**MATHS 702 15 Points****Mathematics Curriculum**

A theoretical approach to mathematical curricula, broadly interpreted, with particular emphasis on cultural and linguistic perspectives, especially Māori. Additional issues will include a selection from history of mathematics curricula, influences on the development of a mathematics curriculum, and the aims and objectives of secondary and tertiary mathematics curricula.

**MATHS 703 15 Points****Theoretical Issues in Mathematics Education**

An analysis of theoretical perspectives that inform research in mathematics education, with a focus on learning theories, both social and psychological, and their implications for teaching and learning in mathematics.

**MATHS 705 15 Points****Socio-political Issues in Mathematics Education**

This course will examine mathematics teaching and learning from a sociological perspective. Topics covered will include gender differences in mathematics, grouping students by ability vs. mixed ability teaching, and the performance of students from working class and ethnic minority backgrounds. Equity issues will be a central focus, and we will discuss the ways in which sociological ideas complement other approaches to research in mathematics education.

**MATHS 706 15 Points****Technology and Mathematics Education**

Practical and theoretical perspectives on ways that technology, especially calculators and computers, can enhance teaching at senior secondary and university levels, with a particular focus on calculus. Identification of affordances, constraints and obstacles in the use of technology. Consideration of issues of teacher and lecturer development in implementation of technology.

**MATHS 707 15 Points****Special Topics in Mathematics Education 1****MATHS 708 15 Points****Special Topics in Mathematics Education 2****MATHS 709 15 Points****Special Topics in Mathematics Education 3****MATHS 710 15 Points****Special Topics in Mathematics Education 4****MATHS 711 30 Points****MATHS 711A 15 Points****MATHS 711B 15 Points****Special Topics in Mathematics Education 5**

To complete this course students must enrol in MATHS 711 A and B, or MATHS 711

**MATHS 712 15 Points****Teaching and Learning in Algebra**

Recent theoretical perspectives on the teaching and learning of school and university mathematics are linked to the learning of either calculus or algebra. The focus is on the mathematics content, applications, and effective learning at school and university. *Students taking this course should normally have studied mathematics or statistics at 200 level.*

**MATHS 713 15 Points****Logic and Set Theory**

A study of the foundations of pure mathematics, formalising the notions of a 'mathematical proof' and 'mathematical structure' through predicate calculus and model theory. It includes a study of axiomatic set theory.

*Prerequisite: MATHS 315 or PHIL 305*

**MATHS 714 15 Points****Number Theory**

A broad introduction to various aspects of elementary, algebraic and computational number theory and its applications, including primality testing and cryptography.

*Prerequisite: B+ in MATHS 328 or 320*

**MATHS 715 15 Points****Graph Theory and Combinatorics**

A study of combinatorial graphs (networks), designs and codes illustrating their application and importance in other branches of mathematics and computer science.

*Prerequisite: B+ pass in MATHS 326 or 320*

**MATHS 720 15 Points****Group Theory**

A study of groups focusing on basic structural properties, presentations, automorphisms and actions on sets, illustrating their fundamental role in the study of symmetry (for example in crystal structures in chemistry and physics), topological spaces, and manifolds.

*Prerequisite: MATHS 320*

**MATHS 721 15 Points****Representations and Structure of Algebras and Groups**

Representation theory studies properties of abstract groups and algebras by representing their elements as linear transformations of vector spaces or matrices, thus reducing many problems about the structures to linear algebra, a well-understood theory.

*Prerequisite: MATHS 320*

**MATHS 725 15 Points****Lie Groups and Lie Algebras**

Symmetries and invariants play a fundamental role in mathematics. Especially important in their study are the Lie groups and the related structures called Lie algebras. These structures have played a pivotal role in many areas, from the theory of differential equations to the classification of elementary particles. Strongly recommended for students advancing in theoretical physics and pure mathematics.

*Recommended preparation: MATHS 333*

*Prerequisite: MATHS 320 and 332*

**MATHS 730 15 Points****Measure Theory and Integration**

Presenting the modern elegant theory of integration as developed by Riemann and Lebesgue, it includes powerful theorems for the interchange of integrals and limits so allowing very general functions to be



integrated, and illustrates how the subject is both an essential tool for analysis and a critical foundation for the theory of probability.

*Strongly recommended: MATHS 333*

*Prerequisite: MATHS 332*

### **MATHS 731** **15 Points** **Functional Analysis**

Provides the mathematical foundations behind some of the techniques used in applied mathematics and mathematical physics; it explores how many phenomena in physics can be described by the solution of a partial differential equation, for example the heat equation, the wave equation and Schrödinger's equation.

*Recommended preparation: MATHS 730 and 750*

*Prerequisite: MATHS 332 and MATHS 333*

### **MATHS 735** **15 Points** **Analysis on Manifolds and Differential Geometry**

Studies surfaces and their generalisations, smooth manifolds, and the interaction between geometry, analysis and topology; it is a central tool in many areas of mathematics, physics and engineering. Topics include Stokes' theorem on manifolds and the celebrated Gauss Bonnet theorem.

*Strongly recommended: MATHS 333 and 340*

*Prerequisite: MATHS 332*

### **MATHS 740** **15 Points** **Complex Analysis**

An introduction to functions of one complex variable, including Cauchy's integral formula, the index formula, Laurent series and the residue theorem. Many applications are given including a three line proof of the fundamental theorem of algebra. Complex analysis is used extensively in engineering, physics and mathematics.

*Strongly recommended: MATHS 333 and 340*

*Prerequisite: MATHS 332*

### **MATHS 745** **15 Points** **Chaos, Fractals and Bifurcation**

Presents the classical fractals of computer science and art such as Julia and Mandelbrot sets, iterated function systems and higher-dimensional strange attractors, and illustrates applications of chaos, fractals and bifurcation to areas including commerce, medicine, biological and physical sciences.

### **MATHS 750** **15 Points** **Topology**

Unlike most geometries, topology models objects which may be stretched. Its ideas have applications in other branches of mathematics as well as physics, chemistry, economics and beyond. Its results give a general picture of what might happen rather than precise details of when and where. The course covers aspects of general and algebraic topology.

*Strongly recommended: MATHS 333.*

*Prerequisite: MATHS 332 or 353*

### **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 MATHS 340, 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 MATHS 340, 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 MATHS 340, 361*

### **MATHS 764** **15 Points**

#### **Mathematical Biology**

A course introducing central concepts in mathematical biology, with emphasis on modelling of physiological systems and gene dynamics.

### **MATHS 769** **15 Points**

#### **Stochastic Differential and Difference Equations**

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.

*Prerequisite: MATHS 340 and 361*

### **MATHS 770** **15 Points**

#### **Advanced Numerical Analysis**

Covers the use, implementation and analysis of efficient and reliable numerical algorithms for solving several classes of mathematical problems. The course assumes students have done an undergraduate course in numerical methods and can use Matlab or other high-level computational language.

*Prerequisite: MATHS 270 and B in MATHS 340, 361*

### **MATHS 776** **30 Points**

#### **MATHS 776A** **15 Points**

#### **MATHS 776B** **15 Points**

#### **Honours Dissertation in Mathematics or Applied Mathematics**

*Restriction: MATHS 791*

*To complete this course students must enrol in MATHS 776 A and B, or MATHS 776*

### **MATHS 777** **15 Points**

#### **Project in Mathematics 1**

A supervised investigation or research project including seminar presentation in pure or applied mathematics.

*Restriction: MATHS 792*

### **MATHS 781** **15 Points**

#### **Advanced Topic(s) in Mathematics 1**

Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.

### **MATHS 782** **15 Points**

#### **Advanced Topic(s) in Mathematics 2**

Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.



<b>MATHS 783</b> <b>Advanced Topic(s) in Mathematics 3</b> Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 784</b> <b>Advanced Topic(s) in Mathematics 4</b> Each of these courses deals with some special topic(s) from pure mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 786</b> <b>Advanced Topic(s) in Applied Mathematics 1</b> Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 787</b> <b>Advanced Topic(s) in Applied Mathematics 2</b> Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 788</b> <b>Advanced Topic(s) in Applied Mathematics 3</b> Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 789</b> <b>Advanced Topic(s) in Applied Mathematics 4</b> Each of these courses deals with some special topic(s) from applied and computational mathematics. Not all of them are offered every year; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 791</b> <b>Honours Dissertation in Mathematics or Applied Mathematics</b>	<b>15 Points</b>
<b>MATHS 792</b> <b>Research in Mathematics Education</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. <i>Prerequisite: 30 points from Stage II courses in Mathematics or Statistics. MATHS 202 may not be taken as a prerequisite for this course.</i>	<b>30 Points</b>
<b>MATHS 793</b> <b>Project in Mathematics 2</b> Each of these courses involves participation in a research project or investigation in some topic from pure or applied mathematics, under the supervision of one or more staff members, and presentation, by the student, of the results in a seminar; further information may be obtained from the Department of Mathematics.	<b>15 Points</b>
<b>MATHS 794</b> <b>Project in Mathematics 3</b> Each of these courses involves participation in a research project or investigation in some topic from pure or applied mathematics, under the supervision of one or more staff members, and presentation, by the student, of the results in a seminar; further information may be obtained from the Department of Mathematics.	<b>30 Points</b>

<b>MATHS 795A</b> <b>MATHS 795B</b> <b>MSc Thesis in Applied Mathematics</b> <i>To complete this course students must enrol in MATHS 795 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<b>MATHS 796A</b> <b>MATHS 796B</b> <b>Masters Thesis Mathematics</b> <i>To complete this course students must enrol in MATHS 796 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<b>MATHS 797A</b> <b>MATHS 797B</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. <i>To complete this course students must enrol in MATHS 797 A and B</i>	<b>30 Points</b> <b>30 Points</b>
<b>MATHS 798A</b> <b>MATHS 798B</b> <b>Research Portfolio in Mathematics</b> <i>Restriction: MATHS 797</i> <i>To complete this course students must enrol in MATHS 798 A and B</i>	<b>45 Points</b> <b>45 Points</b>

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## Medical Physics and Imaging Technology

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*For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.*

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## Medical Statistics

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*For the list of courses please refer to the Master of Science and Postgraduate Diploma in Science Schedules. Prescriptions are listed under their respective subject codes.*

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## Medicinal Chemistry

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*For the list of courses please refer to the Bachelor of Science and Bachelor of Science (Honours) Schedules. Prescriptions are listed under their respective subject codes.*

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## Optoelectronics

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*For the list of courses please refer to the Bachelor of Technology Schedule. Prescriptions are listed under their respective subject codes.*

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## Physics

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### Foundation Courses

<b>PHYSICS 91F</b> <b>Foundation Physics 1</b> 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. <i>Restriction: PHYSICS 91W</i>	<b>15 Points</b>
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**PHYSICS 92F** 15 Points  
**Foundation Physics 2**  
 A second foundation course for students who understand the basic mechanics of motion in a straight line. Further mechanics, including equilibrium, projectile motion, rotational motion and gravitation. Electromagnetism, including electrostatics, elementary circuits and the effects of magnetic fields.

*Restriction: PHYSICS 92W*

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### 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, 91W*

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### Stage I

**PHYSICS 102** 15 Points  
**Basic Concepts of Physics**  
 A non-advancing course in physics for students interested in understanding the physics of everyday phenomena. The course requires a minimal background in mathematics and physics, and will stress the conceptual understanding of important physical ideas. Demonstration experiments are a major feature.

*Restriction: Cannot be taken either with or after any of PHYSICS 120–160*

**PHYSICS 103** 15 Points  
**Introductory Physics for Science and Engineering**  
 A course for those who require additional background in Physics before undertaking first-year pre-requisites for a Bachelor of Engineering, or proceeding to a Bachelor of Science or Bachelor of Science (Biomedical Science). Key concepts required for later enrolment in Physics 120 or 160 will be taught and consolidated in problem-based sessions. No background in calculus will be assumed, but simple applications will be developed and used.

*Restriction: Cannot be taken either with or after any of PHYSICS 102, 120–160*

**PHYSICS 107** 15 Points

**PHYSICS 107G** 15 Points  
**Planets, Stars and Galaxies**  
 A non-advancing course in physics for students interested in astronomy. Topics include a survey of astronomical objects in the universe, the tools of observational astronomy, stellar evolution, quasars and black holes, cosmology. This course does not require a formal background in mathematics or physics.

**PHYSICS 108** 15 Points

**PHYSICS 108G** 15 Points  
**Science and Technology of Sustainable Energy**  
 Leading-edge science behind the various technologies which underpin new sustainable energy sources will be discussed in a way which will lead to understanding of the advantages, disadvantages, and compromises involved. Case-study examples include solar energy, wind energy, biofuels, geothermal energy, tidal energy, wave energy, and hydrogen energy.

**PHYSICS 120** 15 Points  
**Advancing Physics 1**  
 A course designed for students either advancing in physical science or with a major interest in field studies. It covers basic aspects of motion and its causes, electrostatics, geometric optics, as well as the production, transformation and propagation of energy in its thermal and mechanical forms. Physics and mathematics at NCEA level 3 or equivalent or a pass in PHYSICS 102 are recommended for students intending to enrol in this course. It is a recommended preparation for PHYSICS 150.  
*Restriction: PHYSICS 160*

**PHYSICS 130** 15 Points  
**Properties of Matter**  
 Static equilibrium of solids and fluids with an introduction to fluid mechanics. The physical properties of condensed matter including strength, elasticity, and other mechanical characteristics. The electrical, optical and thermal characteristics of materials with technological applications including alloys, ceramics, polymers, glasses and plastics. Physics and mathematics at NCEA level 3 or equivalent, or a pass in PHYSICS 102 are recommended for students intending to enrol in this course.

*Restriction: CHEMMAT 121*

**PHYSICS 140** 15 Points  
**Digital Fundamentals**  
 Logic components, Boolean algebra, combinational logic analysis and synthesis, synchronous and asynchronous sequential logic analysis and design, digital subsystems, computer organisation and design.  
*Restriction: PHYSICS 219, 243*

**PHYSICS 150** 15 Points  
**Advancing Physics 2**  
 Prescribed for students advancing either in the physical sciences or in the special science and technology programmes. It covers advanced aspects of mechanics (rotational motion), circuits, fields, optical systems and basic aspects of quantum effects and relativity. A pass in PHYSICS 120 is recommended for students intending to enrol in this course. High achieving Year 13 students with NCEA level 3 in physics and mathematics may be permitted to enrol directly in PHYSICS 150.  
*Restriction: PHYSICS 120*

**PHYSICS 160** 15 Points  
**Physics for the Life Sciences**  
 Designed for students intending to advance their studies in the life sciences. Topics covered will be especially relevant to biological systems: mechanics, thermal physics, wave motion, electricity and instrumentation. This course requires a knowledge of physics and mathematics to at least NCEA level 2.  
*Restriction: PHYSICS 120*

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### Stage II

*Note: For the purposes of recommended preparation for Stage II Physics courses: PHYSICS 120 and 160 are equivalent; PHYSICS 111, MATHS 107, 108, 130, 150 and 152 are equivalent; PHYSICS 210, MATHS 208 and 250 are equivalent; and COMPSCI 101 and INFOSYS 110 are equivalent.*

**PHYSICS 211** 15 Points  
**Analytical Techniques in Physical Sciences 3**  
 Covers analytical techniques associated with Stage II

Physics courses, relating appropriate mathematical concepts to various physical systems and including laboratory work. Provides a minimal preparation in mathematical techniques for Stage III Physics courses. Topics include: oscillations and waves, numerical and analytical solution of differential equations describing physical systems, vector calculus, description of physical systems by sets of linear equations.

*No formal prerequisite, but an understanding of the material in MATHS 208 or 250 will be assumed.*

*Restriction: MATHS 253, ENGSCI 211*

### PHYSICS 213

15 Points

#### The Geophysical Environment

An understanding of the atmospheric, oceanic and solid earth environment in terms of physical principles. Topics include: the shape of the Earth, gravitational variations, seismic waves, global heat balance and atmospheric dynamics, ocean waves and tides, and general properties of fluids applied to the environment. A weekend fieldtrip is a component of the course.

*No formal prerequisite, but an understanding of Stage I level Physics and Mathematics will be assumed.*

### PHYSICS 231

15 Points

#### Classical Physics

Classical mechanics including rotating reference frames. The properties of materials including elasticity and fluids. Forced and coupled oscillations. Travelling and standing waves on a string. An introduction to the laws of thermodynamics and their application to the properties of materials.

*No formal prerequisite, but an understanding of the material in MATHS 208 or 250 and PHYSICS 120 will be assumed.*

*Restriction: PHYSICS 230*

### PHYSICS 240

15 Points

#### Networks and Electronics

Covers AC circuit theory with phasors and complex operators, including network theorems, resonance, and operational amplifiers treated as linear components. Principles of semiconductor physics, diodes, transistors, and associated analogue and digital applications.

*No formal prerequisite, but an understanding of the material in MATHS 208 or 250 and PHYSICS 150 will be assumed.*

*Restriction: PHYSICS 242*

### PHYSICS 251

15 Points

#### Modern Physics

An introduction to quantum physics and astrophysics. Foundations of quantum physics. Schrödinger equation treatment of one-dimensional bound systems and quantum tunnelling. Angular momentum and the hydrogen atom. Elementary atomic structure, spin and the periodic table. Quantum statistics, molecules and solids. Selected topics from stellar astrophysics, gravitational astrophysics and cosmology, including nuclear fusion, white dwarfs, black holes, gravitational lensing, active galaxies and the early universe.

*No formal prerequisite, but an understanding of the material in MATHS 208 or 250, PHYSICS 120 and 150 will be assumed.*

*Restriction: PHYSICS 250*

### PHYSICS 261

15 Points

#### Optics and Electromagnetism

Development of the principles underlying electric and magnetic field phenomena, and applications of Maxwell's equations in integral form, leading to

the wave equation. Discussion of optics and the modern science of Photonics using both the plane wave solution of the wave equation and geometrical optics. Fibre optics, lasers, LEDs, polarisation effects, interference and diffraction.

*No formal prerequisite, but an understanding of the material in MATHS 208 or 250, PHYSICS 120 and 150 will be assumed.*

*Restriction: PHYSICS 260*

### PHYSICS 280

15 Points

#### Medical Physics

An overview of the field of Medical Physics including the biophysical basis of biomedical measurement, radiation, physics, biology and dosimetry.

*Recommended preparation: PHYSICS 160*

### Stage III

*Note: Where MATHS 253 is specified as a prerequisite for a Stage III Physics course, MATHS 260 is recommended preparation.*

### PHYSICS 315

15 Points

#### Classical and Statistical Physics

Statistical physics topics emphasise the description of macroscopic properties using microscopic models and include: temperature, the partition function and connections with classical thermodynamics, paramagnetic solids, lattice vibrations, indistinguishable particles, classical and quantum gases. Classical mechanics topics include: vector mechanics, coordinate transformations, rotating frames, angular momentum, rigid body dynamics, variational formulation, constraints, Lagrange equations, Hamiltonian mechanics and relationships with quantum mechanics.

*Prerequisite: B- average in one of PHYSICS 211, MATHS 253, ENGSCI 211 and either PHYSICS 231 or PHYSICS 220 and 230*

### PHYSICS 325

15 Points

#### Electromagnetism

A systematic development of Maxwell's theory of electromagnetism and its applications to optics. Topics include: electrostatics, dielectrics, polarisation, charge conservation, magnetostatics, scalar and vector potentials, magnetic materials, Maxwell's equations, the wave equation. Propagation of electromagnetic waves in vacuum, dielectrics and conducting media. Energy and momentum in electromagnetic waves.

*Prerequisite: B- average in one of PHYSICS 220, 261 and one of PHYSICS 211, MATHS 253, ENGSCI 211*

### PHYSICS 326

15 Points

#### Optics and Laser Physics

Lasers: electron oscillator model, rate equation model, Einstein coefficients, Fabry Perot etalons and resonators, optimum output coupling, reflection at a dielectric surface, waveguide theory, thin films, matrix techniques for optical elements, Gaussian beams and applications.

*Prerequisite: One of PHYSICS 211, MATHS 253, ENGSCI 211, and either PHYSICS 261 or PHYSICS 220 and 260. Concurrent enrolment in PHYSICS 390 or 391 is recommended*

### PHYSICS 340

15 Points

#### Electronics and Signal Processing

An introduction to analogue and digital electronics. Topics will be selected from: linear circuit theory, analytical and numeric network analysis, steady state and transient response of networks, feedback and oscillation, transistor circuits, operational amplifier



circuits, sampling theory, digital filter design, the fast Fourier transform and digital signal processing.

*Prerequisite:* PHYSICS 240

*Corequisite:* One of PHYSICS 211, MATHS 253, ENGSCI 211

*Concurrent enrolment in PHYSICS 390 or 391 is recommended*

*Restriction:* PHYSICS 341

#### **PHYSICS 350 15 Points**

##### **Quantum Mechanics and Atomic Physics**

Non-relativistic quantum mechanics will be developed using the three-dimensional Schrödinger equation, and will be applied particularly to the physics of atoms and molecules. The interaction of like particles and the quantisation of angular momentum will be studied.

*Prerequisite:* B- average in one of PHYSICS 250, 251 and one of PHYSICS 211, MATHS 253, ENGSCI 211

#### **PHYSICS 355 15 Points**

##### **Condensed Matter and Sub-atomic Physics**

An introduction to the quantum and statistical foundations of modern studies in condensed matter and sub-atomic physics. Topics covered include quasiparticles, the band theory of electronic structure, semiconductors, magnetism, superconductivity, nuclear models, applications of nuclear processes in fields such as medicine and archaeology, the main properties of strong, weak and electromagnetic interactions, an introduction to Feynman diagrams and quark models.

*Prerequisite:* One of PHYSICS 250, 251 and one of PHYSICS 211, MATHS 253, ENGSCI 211. *Concurrent enrolment in PHYSICS 390 or 391 is recommended*

*Restriction:* PHYSICS 356

#### **PHYSICS 371 15 Points**

##### **Special Topics in Physics**

#### **PHYSICS 390 15 Points**

##### **Experimental Physics 1**

Students may select experiments from a wide spectrum of physics that are appropriate to the lecture courses being taken from PHYSICS 315–356.

*Prerequisite:* At least one of PHYSICS 220–261

#### **PHYSICS 391 15 Points**

##### **Experimental Physics 2**

Experimental work as for PHYSICS 390.

*Prerequisite:* At least one of PHYSICS 220–261

#### **Diploma Courses**

#### **PHYSICS 625 15 Points**

##### **Selected Topics 1**

Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

#### **PHYSICS 626 15 Points**

##### **Selected Topics 2**

Enrolment requires approval of the Head of Department and the choice of subject will depend on staff availability or on the needs of particular students.

#### **PHYSICS 681 15 Points**

##### **Experimental Physics**

A selection of experiments appropriate to the student's lecture courses for the Diploma. Requires the approval of the Head of Department.

#### **PHYSICS 690A 15 Points**

#### **PHYSICS 690B 15 Points**

##### **Graduate Diploma Dissertation (Physics)**

*To complete this course students must enrol in PHYSICS 690 A and B*

#### **PHYSICS 691 30 Points**

#### **PHYSICS 691A 15 Points**

#### **PHYSICS 691B 15 Points**

##### **PG Diploma Dissertation (Physics)**

*To complete this course students must enrol in PHYSICS 691 A and B, or PHYSICS 691*

#### **Postgraduate 700 Level Courses**

#### **PHYSICS 701 15 Points**

##### **Linear Systems**

Many physical situations are treated by making linear approximations to actual behaviour and analysing the resulting systems. Topics include: generalised functions, Green's function, convolution, sampling theory, Fourier, Laplace and Hilbert transforms, with applications to statistics, optics, solution of differential equations, filtering and digital signal processing.

*Prerequisite:* 30 points from PHYSICS 315–380, or MATHS 361

#### **PHYSICS 703 15 Points**

##### **Advanced Quantum Mechanics**

Includes a review of the general formalism of quantum theory, making use of: Dirac notation, scattering theory, time-dependent perturbation theory, relativistic quantum mechanics and spin, many-body quantum mechanics, rotations and other symmetry operations, quantum theory of radiation and introductory quantum field theory. Applications are taken from atomic, nuclear and particle physics.

#### **PHYSICS 705 15 Points**

##### **Advanced Electromagnetism and Special Relativity**

An introduction to tensors, development of the Special Theory of Relativity including kinematics, dynamics, properties of waves and a covariant formulation of electrodynamics. Charges, currents and fields in different inertial frames, electromagnetic wave propagation in media and radiation from moving charges.

#### **PHYSICS 706 15 Points**

##### **Quantum Field Theory**

Follows on from PHYSICS 703 Advanced Quantum Mechanics. The first part treats relativistic generalisations of the Schrödinger equation and many-particle quantum mechanics. The second part is an introduction to quantum electrodynamics, using Feynman diagram techniques. Applications are made to atomic, condensed matter and particle physics.

#### **PHYSICS 707 15 Points**

##### **Inverse Problems**

Inverse problems involve making inferences about physical systems from experimental measurements. Topics include: the linear inverse problem, regularisation, and introduction to multi-dimensional optimisation, Bayes theorem, prior and posterior probabilities, physically-based likelihoods, inference and parameter estimation, sample based inference, computational Markov chain, Monte Carlo, and output analysis.

*Prerequisite:* PHYSICS 701, or MATHS 340 and 361



<b>PHYSICS 708</b> <b>Statistical Mechanics and Stochastic Processes</b> Phase transitions and critical phenomena, stochastic methods, master equations, Fokker-Planck equations and stochastic differential equations.	<b>15 Points</b>
<b>PHYSICS 715</b> <b>Selected Topics 1</b> 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.	<b>15 Points</b>
<b>PHYSICS 726</b> <b>Optoelectronics</b> Laser physics including a discussion of resonator theory and laser beam diagnostics, together with mode-locked lasers, frequency stabilised lasers, non-linear optics and interferometry.	<b>15 Points</b>
<b>PHYSICS 727</b> <b>Optoelectronics and Communications</b> Optical data storage systems, scanners and printers, propagation in optical waveguides, non-linear effects in optical fibres, amplifiers, semiconductor laser sources, LEDs and the detection of optical radiation, optical communication systems architecture and an introduction to network topology.	<b>15 Points</b>
<b>PHYSICS 731</b> <b>Wave Propagation</b> A general treatment of wave propagation including rays, normal modes and reflection coefficients, with applications principally to underwater acoustics, seismology and electromagnetic waves.	<b>15 Points</b>
<b>PHYSICS 732</b> <b>Fluid Mechanics and Applications</b> Principles and phenomena of fluid dynamics, including the Navier-Stokes equations, viscous flow and non-viscous flow, with applications in areas including geophysics, medical physics and soft materials.	<b>15 Points</b>
<b>PHYSICS 751</b> <b>Selected Topics 2</b> 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.	<b>15 Points</b>
<b>PHYSICS 754</b> <b>Condensed Matter Physics</b> Modern aspects of condensed matter physics including liquids, glasses, amorphous solids, soft matter and low dimensional systems.	<b>15 Points</b>
<b>PHYSICS 755</b> <b>Particle Physics</b> An introduction to particle physics: the particles and their interactions, QED and field theory, gauge invariance (consequences, its role in particle physics), electroweak interaction (left-handed neutrinos, W and Z, bosons, neutrino mass) and strong interaction (quark model, problems, colour, confinement and QCD compared with QED).	<b>15 Points</b>
<b>PHYSICS 756</b> <b>Nuclear Physics</b> General properties of nuclei as described by the Liquid Drop and Fermi Gas and Shell models; properties of beta decay, and recent developments in neutrino mass theory and experiments; relativistic nuclear collisions, and recent theory and experiments of	<b>15 Points</b>

highly compressed nuclear matter leading to the quark-gluon plasma.

<b>PHYSICS 760</b> <b>Quantum Optics</b> Light, non-classical, squeezed and anti-bunched light, quantum theory of the interaction of light with atoms, manipulations of atoms by light.	<b>15 Points</b>
<b>PHYSICS 780</b> <b>Advanced Imaging Technologies</b> The physical basis and use of new imaging technologies in medicine, biomedicine and biotechnology, including electron microscopy, ultrasonic imaging, magnetic resonance imaging, CAT scanning and PET imaging. Biological applications of fluorescence and other areas of biophotonics, microarray analysis. <i>Recommended preparation: No formal prerequisite, but an understanding of material to at least a C+ standard in PHYSICS 340 and 211 or ENGSCI 211 will be assumed.</i>	<b>15 Points</b>
<b>PHYSICS 788</b> <b>Project in Physics</b>	<b>15 Points</b>
<b>PHYSICS 789</b>	<b>30 Points</b>
<b>PHYSICS 789A</b>	<b>15 Points</b>
<b>PHYSICS 789B</b> <b>BSc(Hons) Dissertation in Physics</b> <i>To complete this course students must enrol in PHYSICS 789 A and B, or PHYSICS 789</i>	<b>15 Points</b>
<b>PHYSICS 791</b> <b>Selected Topics 3</b> 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.	<b>15 Points</b>
<b>PHYSICS 792</b> <b>Selected Topics 4</b> 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.	<b>15 Points</b>
<b>PHYSICS 796A</b>	<b>60 Points</b>
<b>PHYSICS 796B</b> <b>MSc Thesis in Physics</b> <i>To complete this course students must enrol in PHYSICS 796 A and B</i>	<b>60 Points</b>
<hr/> <b>Polymers and Coatings Science</b> <hr/>	
<b>Diploma Courses</b>	
<b>POLYMER 692A</b>	<b>15 Points</b>
<b>POLYMER 692B</b>	<b>15 Points</b>
<b>PG Diploma Dissertation (Polymers and Coatings Science)</b> <i>To complete this course students must enrol in POLYMER 692 A and B</i>	
<hr/> <b>Postgraduate 700 Level Courses</b>	
<b>POLYMER 701</b> <b>Polymer Science</b> Polymer structures, polymerisation processes, polymer solutions and polymer characterisation. Properties of thermoplastic polymers, network polymers and elastomers. <i>Prerequisite: Permission of Programme Director</i>	<b>15 Points</b>

**POLYMER 702 15 Points****Synthetic Resin Technology**

The chemistry of synthetic resins used in adhesive, ink and coatings applications. The aim is to provide the student with the knowledge to formulate resins for specific applications.

*Prerequisite: Permission of Programme Director*

**POLYMER 711 15 Points****Interfacial Science and Coatings Technology**

Principles of surface and interfacial science and modification of surfaces by coatings. Coatings manufacture and related topics.

*Prerequisite: Permission of Programme Director*

**POLYMER 796A 60 Points****POLYMER 796B 60 Points****MSc Thesis in Polymers and Coatings Science**

*Prerequisite: Permission of Programme Director*

To complete this course students must enrol in POLYMER 796 A and B

**Psychology****Stage I****PSYCH 108 15 Points****Individual, Social and Applied Psychology**

Topics covered may include: developmental and social psychology including group behaviour, the measurement of mental abilities, intelligence, models of personality, clinical and health psychology, methods of therapeutic intervention, and the psychological similarities and differences between cultures. A laboratory component, in which students are required to participate as subjects, forms part of the course.

**PSYCH 109 15 Points****PSYCH 109G 15 Points****Mind, Brain and Behaviour**

Topics covered may include: the nature of sensory and perceptual processes, the cause of perceptual illusions, the structure and function of the human brain, approaches to animal and human learning, models of human language and memory, and the design of psychological experiments. A laboratory component, in which students are required to participate as subjects, forms part of the course.

*Restriction: PSYCH 129*

**Stage II****PSYCH 201 15 Points****Perception and Cognition**

An introduction to a variety of topics in human experimental psychology. Topics covered may include: perceptual processes, attention, memory, mental imagery, language development, theory of mind, problem solving and decision making. Participation in the laboratory component of this course is compulsory.

*Prerequisite: 30 points 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*

*Restriction: PSYCH 262*

**Stage III****PSYCH 303 15 Points****Cognitive Science**

Provides an introduction to cognitive science and cognitive neuroscience. Topics covered include: visual and auditory perception, attention, memory, thinking and problem-solving. Participation in the laboratory component of this course is compulsory.

*Prerequisite: 45 points at Stage II Psychology and 15 points from STATS 101–125, 191*

**PSYCH 305 15 Points****Human Neuroscience**

Covers material relating to the neural basis of cognitive processes, including perception, attention, memory and language. Students will be introduced to different methods of inferring mind-brain relations in normal and neurologically-impaired individuals, and different ways of conceptualising mind-brain relations, such as connectionism and modularism.

*Prerequisite: 45 points at Stage II Psychology and 15 points*

from STATS 101–125, 191, or 15 points from either PHYSIO 220 or MEDSCI 206

### PSYCH 306 15 Points

#### Research Methods in Psychology

This course deals with principles and practices relevant to psychological research, including philosophy of science, research ethics, research design, measurement of dependent variables, describing and analysing data, and interpreting results. Participation in the laboratory component of this course is compulsory.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191

### PSYCH 308A 7.5 Points

### PSYCH 308B 7.5 Points

#### Research Topic

A course of research supervised by a staff member and written up as a course for publication instead of a final examination. A list of available supervisors and topics is published each year in the School of Psychology Undergraduate Handbook.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191

*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 Psychology and 15 points from STATS 101–125, 191 or 45 points at Stage II in Biological Sciences

*Restriction:* PSYCH 362

### PSYCH 310 15 Points

#### Introduction to Clinical Psychology

Describes and evaluates psychological approaches to the assessment and treatment of those mental health problems, in adults and children, most commonly encountered by clinical psychologists. Consideration is given to work in mental health, corrections, child protection and neuropsychology rehabilitation. Issues relevant to Māori mental health, gender, cross-cultural work and prevention are included.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191

### PSYCH 311 15 Points

#### Advanced Topics in Social Psychology

This paper focuses on a number of key topics in social and community psychology. One module examines issues in identity and well-being, a second module looks at interpersonal influence and intimate relationships, and a third module addresses collective behaviour and social issues.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191

### PSYCH 313 15 Points

#### Psychology of Communication Disorders

This course studies the links between psychological

processes and communication disorders. Hearing and speech and language development will be covered. A range of communication disorders will be introduced. Psychosocial aspects of communication disorders including impact on self-esteem, health-related quality of life, peer/interpersonal relationships and educational and behavioural consequences of communication disorders in children will also be discussed.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191

### PSYCH 317 15 Points

#### Evolution, Behaviour and Cognition

How does behaviour in non-human animals evolve? Do other animals have language? Do they have culture? Can human behaviour be explained in evolutionary terms? This course addresses these questions and the methods that can be used to answer them.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191, or 45 points at Stage II in Biological Sciences

### PSYCH 319 15 Points

#### Psychology and Gender

The study of gender is crucial to understanding many everyday aspects of our lives, as well as many contemporary social issues. This course provides an introduction to selected key issues in the critical psychology of gender, from a social constructionist perspective. Topics that will be covered include gendered bodies, masculinity and femininity, sexuality, rape, and mental health.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191, or 30 points at Stage II in Women's Studies

### PSYCH 320 15 Points

#### Special Topic

### PSYCH 322 15 Points

#### Industrial, Work and Organisational Psychology

An introduction to core areas of industrial, work and organisational Psychology. This field of Psychology is concerned with improving the performance and well-being of people at work at individual, group and organisational levels, recognising the interdependencies among these levels, and between people and their environments. Emphasis is given to the interplay between science and practice.

*Prerequisite:* 45 points at Stage II Psychology, or MGMT 211 and 15 points from STATS 101–125, 191

*Restriction:* PSYCH 312, 314

### PSYCH 326 15 Points

#### Life Span Development

The development of people across the life span is studied. Describes key milestones in development and examines the causes and processes that produce stability and change in people's development over time. Topics discussed will include aspects of cognitive, social and physical development with consideration given to biological, societal and family influences. Attention will also be given to development within the New Zealand context.

*Prerequisite:* 45 points at Stage II in Psychology and 15 points from STATS 101–125, 191

*Restriction:* PSYCH 316

### PSYCH 364 15 Points

#### Health Psychology

An introduction to the study of links between psychological processes and health/illness. The



course discusses a number of psychological issues relating to serious illnesses (cancers, coronary heart disease etc.) and links to other aspects of physical well-being (eg, exercise, diet). Consideration will be given both to the theoretical models which have been developed within health psychology and to the types of methodology used in their investigation.

*Prerequisite:* 45 points at Stage II Psychology and 15 points from STATS 101–125, 191

### Diploma Courses

**PSYCH 651A** 30 Points

**PSYCH 651B Practicum** 30 Points

This includes a practical component of up to 1,500 hours of supervised work in an approved applied psychology setting, with an emphasis on the application of research principles and designs. Evaluation is by internal assessment and assessment by field supervisors.

*Restriction:* PSYCH 650

*To complete this course students must enrol in PSYCH 651 A and B*

**PSYCH 690A** 15 Points

**PSYCH 690B** 15 Points

**Graduate Diploma Dissertation in Psychology**

*To complete this course students must enrol in PSYCH 690 A and B*

**PSYCH 691A** 15 Points

**PSYCH 691B** 15 Points

**PG Diploma Dissertation in Psychology**

*To complete this course students must enrol in PSYCH 691 A and B*

### Postgraduate 700 Level Courses

**PSYCH 700 Political Psychology** 15 Points

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 Forensic Psychology** 15 Points

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 Clinical Neuropsychology** 15 Points

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 712** 15 Points

**The Psychology of Psychosis**

A summary and critique of recent research concerning the psycho-social causes of psychotic symptoms such as hallucinations and delusions, the psychological mechanisms by which adverse life events increase the risk of psychosis, and the effectiveness of psychological treatments for psychosis. Includes discussion of reductionist, biological approaches to psychosis from historical, economic and sociological perspectives.

**PSYCH 713A** 15 Points

**PSYCH 713B** 15 Points

**Advanced Child Psychology**

This course is seminar-based involving critical evaluation of research and theory in child psychology. Set readings will be discussed on topics in areas such as: early cognitive development, language and reading development, attachment and temperament, self-regulation, social competence, behavioural problems and parenting.

*To complete this course students must enrol in PSYCH 713 A and B*

**PSYCH 714 Cognitive Neuroscience** 15 Points

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 Psychology and Sustainability** 15 Points

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 Social Psychology and Interpersonal Processes** 15 Points

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.



<b>PSYCH 717</b> <b>Community Psychology</b> This course is about the application of psychological knowledge and research skills to issues faced by communities. Students will design an intervention relevant to a social issue. Theoretical approaches to working in community settings and the practical challenges involved will be discussed.	<b>15 Points</b>	<b>PSYCH 726</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PSYCH 718</b> <b>Psychotherapeutic Assessment and Formulation</b> 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. <i>Prerequisite: PSYCH 723</i> <i>Restriction: PSYCH 709</i>	<b>15 Points</b>	<b>PSYCH 727</b> <b>Special Topic</b>	<b>15 Points</b>
<b>PSYCH 720A</b> <b>PSYCH 720B</b> <b>Research Topic in Psychology</b> 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. <i>To complete this course students must enrol in PSYCH 720 A and B</i>	<b>15 Points</b> <b>15 Points</b>	<b>PSYCH 730</b> <b>Professional Psychology Practice In New Zealand</b> 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.	<b>15 Points</b>
<b>PSYCH 721</b> <b>Consciousness and Cognition</b> This course will discuss recent research on consciousness from the perspective of cognitive neuroscience. Topics covered may include: implicit learning, implicit memory, blindsight, the split-brain syndrome, amnesia and hemineglect.	<b>15 Points</b>	<b>PSYCH 731</b> <b>Social Psychology and Intergroup Processes</b> 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.	<b>15 Points</b>
<b>PSYCH 722</b> <b>Human Learning and Development</b> 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.	<b>15 Points</b>	<b>PSYCH 737</b> <b>Work Analysis and Design</b> Reviews concepts, methods, applications and current research in work analysis and design, in the multidisciplinary field of industrial, work and organisational psychology.	<b>15 Points</b>
<b>PSYCH 723</b> <b>Mental Health Problems: Aetiology and Assessment</b> 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.	<b>15 Points</b>	<b>PSYCH 739</b> <b>Reading Acquisition</b> Reading is a developmental milestone. How children learn to read, why they fail, and the cognitive processes underlying reading are the main issues addressed in this course. Adult models of reading and acquired dyslexia will also be considered, as they relate to developmental models.	<b>15 Points</b>
<b>PSYCH 724</b> <b>Special Topic</b>	<b>15 Points</b>	<b>PSYCH 740</b> <b>Sensory Science</b> A range of methods commonly used to measure sensory capacity will be explored, with an emphasis on the difference between methods commonly used by technicians and scientists and how these methods can be improved. Appropriate methods for use in psychological science as well as in industry will be explored.	<b>15 Points</b>
<b>PSYCH 725</b> <b>Evolutionary Psychology</b> This course will cover evolutionary concepts as they apply to psychological issues. Specific topics may include: the evolution of tool use, language, cerebral asymmetry, theory of mind, culture and the sociobiology/evolutionary psychology debates.	<b>15 Points</b>	<b>PSYCH 741</b> <b>Special Topic</b>	<b>15 Points</b>
		<b>PSYCH 742</b> <b>Special Topic</b>	<b>15 Points</b>
		<b>PSYCH 743</b> <b>Critical Qualitative Research</b> 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.	<b>15 Points</b>
		<b>PSYCH 744</b> <b>Experimental Design and Quantitative Methods for Psychology</b> Covers applications of the general linear model	<b>15 Points</b>

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 745** **15 Points**  
**The Psychology of Death and Dying**

Introduction to psychological aspects of death and dying. There will be a brief introduction to psychological models and demography. Death rituals and culture, communication, timeliness of death, palliative care and end of life decision making will also be discussed.

**PSYCH 746** **15 Points**  
**Perception, Cognition, Action**

Seminar-based introduction to theories and models linking (human, animal and machine) perception, cognition and action, with emphasis on competing approaches to perceptual-motor control and learning, using evidence from classic and contemporary research in experimental psychology and cognitive neuroscience.

*Restriction: PSYCH 735*

**PSYCH 747** **15 Points**  
**Psychological Assessment**

This course focuses on developing skills in the assessment and evaluation of constructs commonly used in psychology research and practice. We will cover the critical aspects of psychometric theory and test construction including assessments of reliability and validity, item analysis, cultural sensitivity and potential biases in measurement, and assessments involving diagnostic practices, interviewing, and behavioural observations.

*Restriction: PSYCH 701*

**PSYCH 748** **15 Points**  
**Health Psychology Interventions**

This course focuses on theoretical, practical and ethical issues concerning the design and evaluation of health-related interventions. Covers research on a variety of clinic-based and community interventions including programmes for promoting healthy diet and exercise habits, psychosocial interventions for individuals with chronic illnesses and pain management interventions.

*Restriction: PSYCH 701*

**PSYCH 750A** **15 Points**

**PSYCH 750B** **15 Points**

**Applied Behaviour Analysis: Methods**

A study of the principles and issues involved with the observation, measurement, and functional analysis of an individual human or animal's behaviour in some applied setting. Particular emphasis will be placed on the rationale behind single-subject research designs, and their application to the validation of interventions aimed at modifying behaviour.

*To complete this course students must enrol in PSYCH 750 A and B*

**PSYCH 751A** **15 Points**

**PSYCH 751B** **15 Points**

**Applied Behaviour Analysis: Behaviour Modification**

A study of the techniques and issues involved with modifying an individual human or animal's behaviour in some applied setting. Appropriate and effective applications of scientific principles of learning will be taught, as will pertinent topics researched in

the Experimental Analysis of Behaviour. Topics will include the application of research into associative learning, reinforcement, punishment, extinction, avoidance, stimulus control and choice.

*To complete this course students must enrol in PSYCH 751 A and B*

**PSYCH 754** **15 Points**  
**Developmental and Intellectual Disabilities**

Study of the behavioural aspects, aetiologies and therapeutic interventions for disorders usually diagnosed during childhood that are associated with reduced abilities to learn. Examples include intellectual disabilities (mental retardation) and pervasive developmental disorders (eg, autism).

*Restriction: PSYCH 752*

**PSYCH 755** **15 Points**  
**Gender, Power, and Sexuality**

This seminar-based course will allow students to explore a broad range of topics such as: sexual coercion, prostitution, rape, pornography, safer sex, lesbian and gay sexuality, heterosexuality, bisexuality, 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 757** **15 Points**  
**Advanced Applied Behaviour Analysis**

Advanced education and training in applied behaviour analysis (ABA) in preparation for a professional career. Topics include ethical, professional, and practical issues confronting behaviour analysts in employment; recent research in ABA and other sciences with respect to clinical, educational, and other populations with whom behaviour analysts typically work.

*Prerequisite: PSYCH 750, 751*

*Corequisite: PSYCH 651*

*Restriction: PSYCH 753*

**PSYCH 760** **15 Points**  
**Workplace Assessment and Development**

Focuses on assessing and developing employees at work. Both organisation and employee/candidate perspectives are considered through the process of recruitment, assessment, selection, socialisation, performance, and training and development. Students will be encouraged to adopt a scientist-practitioner perspective, through class discussions and assignments.

**PSYCH 761** **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 (eg, job satisfaction, motivation, leadership). Students will be encouraged to adopt a scientist-practitioner perspective, through class discussions and assignments.

**PSYCH 762** **15 Points**  
**Advanced Industrial, Work and Organisational Psychology**

Investigates current research in selected topics in industrial, work and organisational psychology, such as occupational stress, work-related fatigue, human-machine-environment interactions, decision making, automation, technology at work and safety management.

*Prerequisite and Corequisite: PSYCH 737*

**PSYCH 763A** 22.5 Points  
**PSYCH 763B** 22.5 Points

### Portfolio of Professional Practice Reports

A portfolio of original reports associated with the student's practicum experience and demonstrating the ability to make appropriate use of the scientific literature in solving problems in professional practice, as required by the New Zealand Psychologists Board for the practice of psychology. For students enrolled in the PGDipAppPsych specialising in IWO.

*Corequisite: PSYCH 651*

*To complete this course students must enrol in PSYCH 763 A and B*

**PSYCH 771A** 30 Points  
**PSYCH 771B** 30 Points

### Clinical Practice 1 and Professional Issues

Consists of two parts: First, psychological assessment and therapy for diverse clinical populations, including adult, and child and family. Cognitive behaviour therapy and family therapy are central, but other models are included. Consideration of psychotherapy research and practical exercises are incorporated. Secondly, ethics, bicultural and cross-cultural practice, and other professional issues relevant to the practice of clinical psychology are covered. Evaluation is by internal assessment.

*To complete this course students must enrol in PSYCH 771 A and B*

**PSYCH 772A** 30 Points  
**PSYCH 772B** 30 Points

### Clinical Practice 2

Advanced psychological assessment and therapy for diverse clinical populations, including adult, and child and family. Cognitive behaviour therapy, narrative therapy, psychodynamic therapy, and the trauma model are emphasised. Includes two, 200 hour placements, in either an adult setting or a child and family setting. Evaluation is by internal assessment, including assessment by field supervisors.

*To complete this course students must enrol in PSYCH 772 A and B*

**PSYCH 773A** 60 Points  
**PSYCH 773B** 60 Points

### Clinical Internship

Includes a practical component of supervised clinical work of not less than 1500 hours in an approved health setting. Emphasis is placed on the application of research principles and designs in routing clinical practice. A university-based seminar series that covers topics relevant to advanced, intern-level practice is included. Evaluation is by internal assessment, and assessment by field supervisors.

*To complete this course students must enrol in PSYCH 773 A and B*

**PSYCH 774A** 30 Points  
**PSYCH 774B** 30 Points

### Clinical Internship Part Time

Includes a practical component of supervised clinical work of not less than 1500 hours in an approved health setting. Emphasis is placed on the application of research principles and designs in routing clinical practice. A university-based seminar series that covers topics relevant to advanced, intern-level practice is included. Evaluation is by internal assessment, and assessment by field supervisors.

*To complete this course students must enrol in PSYCH 774 A and B*

**PSYCH 788A** 22.5 Points  
**PSYCH 788B** 22.5 Points

### Honours Dissertation in Psychology

*Restriction: PSYCH 789*

*To complete this course students must enrol in PSYCH 788 A and B*

**PSYCH 796A** 60 Points  
**PSYCH 796B** 60 Points

### Masters Thesis in Psychology

*To complete this course students must enrol in PSYCH 796 A and B*

### Named Doctoral Courses

**PSYCH 801** 30 Points  
**Scientist-practitioner Model 1**

Research based psychological assessment and therapy skills for diverse clinical populations, including adult, child and family. Cognitive-behaviour therapy and family therapy are central, but other models are included. Advanced clinical research design, ethics, bicultural and cross-cultural practice, supervision practice, and other professional issues relevant to the practice of clinical psychology are covered. Evaluation is by internal assessment. Includes one 200-hour placement in either an adult or a child and family setting. Evaluation is by internal assessment, including assessment by field supervisors.

**PSYCH 802** 30 Points  
**Scientist-practitioner Model 2**

Advanced psychological assessment and therapy skills for diverse clinical populations, including adult, and child and family. Cognitive-behaviour therapy, family therapy, narrative therapy, psychodynamic therapy, and the trauma model are emphasised. Includes two 200-hour placements, in either an adult setting or child and family setting. One of these may, depending on staff availability, be in a specialist setting. Options may include: clinical neuropsychology, forensic psychology, assessment and psychological treatment of psychoses, child and adolescent clinical psychology, drug and alcohol addiction, and others. Evaluation is by internal assessment, including assessment by field supervisors.

*Prerequisite: PSYCH 801*

*Restriction: PSYCH 813, 814*

**PSYCH 803** 60 Points  
**Internship**

This includes a practical component of supervised clinical work of not less than 1,500 hours in an approved setting. Emphasis is placed on the application of research principles and designs in routine psychological clinical practice. A university based seminar course that covers topics relevant to advanced, intern-level practice is included. Evaluation is by internal assessment, and assessment by field supervisors.

*Prerequisite: PSYCH 801, 802*

*Restriction: PSYCH 821*

**PSYCH 897** 90 Points  
**Portfolio of Clinical Research**

Five original research projects demonstrating appropriate use of the scientist-practitioner model (single case design, programme evaluation or group research may be included). One project will be conducted within each of the three placements associated with the courses PSYCH 801 and 802, and two within the Internship, PSYCH 803. At least one



project should be related to research with an adult population, and at least one with a child and family population. The Portfolio will be examined by two internal academic psychologists and assessed by the two external Thesis examiners.

*Restriction: PSYCH 894, 895*

### **PSYCH 899** **150 Points** **Thesis**

An original research dissertation completed over the three years of the degree (75 points in year 1, 60 points in year 2, and 15 points in year 3). The research may be basic or applied, but must be relevant to some area of clinical psychology and represent a significant contribution to knowledge in the field.

*Restriction: PSYCH 896*

## **Science Enterprise**

### *Postgraduate 700 Level Courses*

#### **SCIENT 701** **15 Points** **Accounting and Finance for Scientists**

Builds upon scientific numeracy in exploring the sources, uses and reporting of accounting and financial information in science-based enterprises; application of capital budgeting and valuation theory to science-relevant situations; and key bases for financially-informed project and enterprise decision-making and the management of economic resources.

#### **SCIENT 702** **15 Points** **Marketing for Scientific and Technical Personnel**

Examines the intermediaries and end-users of technical and research-related applications, products and services; their 'customers', 'value chain', 'marketing', and related concepts in both highly-regulated and open markets; and how effective science-related marketing strategies and promotional efforts are developed and communicated.

#### **SCIENT 703** **15 Points** **Frontiers in Biotechnology**

An examination of how breakthrough discoveries in contemporary life sciences flow through to commercialisation. Current and emerging applications of biotechnology; includes guest lectures from New Zealand's leading biotechnologists and case studies focused particularly on medical applications.

#### **SCIENT 704** **15 Points** **Law and Intellectual Property**

An explanation of the legal system including basic concepts of contract and corporate law in a biotechnology context. Emphasis will be upon intellectual property laws in particular patent law and practice and other means of protecting new ideas, discoveries and inventions. Also covered will be technology licensing and basic competition and marketing law.

#### **SCIENT 705** **15 Points** **Research Commercialisation**

Integrative exploration of common theories, processes and models involved in commercialising scientific research. Topics include technology transfer, technological entrepreneurship, commercial potential, risk, and valuation assessment and related tools. Utilises multiple learning approaches including case studies and a 'hands-on' term project.

*Prerequisite: SCIENT 701, 702*

#### **SCIENT 706** **15 Points**

##### **Commercialisation Project**

A supervised practical application of the theories, concepts and techniques of commercialisation, covered in courses SCIENT 701–705, to a research-based opportunity and its related intellectual property estate.

*Prerequisite: SCIENT 701, 702, 704*

*Corequisite: SCIENT 703, 705*

#### **SCIENT 707** **15 Points** **Special Topic**

#### **SCIENT 720** **15 Points** **Science Enterprise Research Methods**

Students will become familiar with underlying theory and best practices in the principal qualitative and quantitative methods applicable to, and useful in, thesis research on commercialisation and science-based enterprise.

#### **SCIENT 721** **15 Points** **Product Development and Regulatory Environments**

Aims to give students an understanding of the stages of product development for therapeutics, diagnostics and medical devices, as well as the regulatory requirements affecting product development in the Life Sciences. Project management tools and processes will also be covered in the context of product development.

#### **SCIENT 722** **15 Points** **Current Issues in Bioscience Enterprise**

An exploration of trends and developments of importance to Life Sciences-related enterprises and industries. Utilises multiple learning approaches, eg, independent reading, case studies, projects, guest speakers, presentations and related discussions.

#### **SCIENT 794A** **45 Points**

#### **SCIENT 794B** **45 Points** **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*

## **Science General**

### *Stage I*

#### **SCIGEN 101** **15 Points**

#### **SCIGEN 101G** **15 Points** **Communicating for a Knowledge Society**

Effective communication is required for specialists in all fields to engage meaningfully with society. In this course students gain an understanding of the important role communication plays in a knowledge society. Through case studies and practical experience students learn about the responsibilities and skills required to communicate with a variety of audiences. They learn how to effectively manage and present data and practice oral, written, visual and electronic communication.

#### **SCIGEN 189** **10 Points** **Special Topic**

Selected topics in Science designed as a short credit course for exchange students coming to New Zealand. This course is only available to inbound exchange students.

*Prerequisite: Permission of Head of Department*



**Stage II****SCIGEN 201 15 Points**  
**Managing Science and Technology**

An interdisciplinary examination of issues relating to the management of science and technology. At a policy level, topics include the international context for science and technology, the role of business and research organisations, and policies for emerging technologies. At an organisational level, issues range from strategic analysis of the business environment to planning a corporate response. At project level, topics include the management of specialist staff and resources, and implementation of research strategies.

**Stage III****SCIGEN 301 15 Points**  
**Special Topic in General Science**

*Prerequisite: Any 180 points*

**Speech Science****Postgraduate 700 Level Courses****SPCHSCI 701 15 Points**  
**Dysphagia for Speech Language Therapists**

Assessment, analysis and intervention for children and adults with dysphagia. This is a fully online course for qualified Speech-language Therapists.  
*Restriction: SPCHSCI 721*

**SPCHSCI 711 15 Points**  
**Introduction to Communication in Children and Adults**

Communication development and disorders. Normal communication development across the lifespan, in the context of total child development, of major changes in expectations such as school and literacy, and of variations such as cultural differences and multilingualism. Applications of these concepts in an introduction to the assessment and management of communication disorders in children and of acquired disorders in adults.

**SPCHSCI 712 15 Points**  
**Linguistics for Speech Language Therapy**

The study of articulatory phonetics, phonemic transcription using the International Phonetic Alphabet, and the relationship between phonetics and phonology. Additional language analysis covering morphology, syntax, semantics and pragmatics.

**SPCHSCI 713 15 Points**  
**Anatomy and Physiology for Speech Language Therapy**

Anatomy and physiology of speech, language and hearing, including the respiratory, phonatory, articulatory, auditory and peripheral and central nervous systems underlying spoken communication. Application of this knowledge is through manipulation of human models and supported computer laboratories.

**SPCHSCI 714 15 Points**  
**Speech Language Therapy Clinical Practicum 1**

Clinical observation under supervisor guidance in a variety of settings, establishing links between theory and practice. This course is supported by weekly tutorial sessions.

**SPCHSCI 721 15 Points**  
**Dysphagia**

Assessment and management of adult and paediatric clients with dysphagia.  
*Restriction: SPCHSCI 701*

**SPCHSCI 722 15 Points**  
**Communication Difficulties in Children**

The nature of speech and language delay and disorder in children. Introduces a range of disorders focussing on: general language impairment, specific language impairment (SLI) and phonological disorders in children through pre-school and primary school ages, and language disorders in adolescence. Assessment and intervention in phonology, articulation, and all aspects of language, incorporating principles of inclusion and diversity and evidence-based practices.

**SPCHSCI 723 15 Points**  
**Communication Disorders in Adults**

Assessment and management of adults with acquired communication disorders.

**SPCHSCI 724 15 Points**  
**Speech Language Therapy Clinical Practicum 2**

Clinical observation and practice in a variety of settings, enabling students to work with clients under supervision. This course is supported by weekly tutorials.

*Prerequisite: SPCHSCI 714*

**SPCHSCI 733 15 Points**  
**Audiology for Speech Language Therapy**

Study of types of hearing impairment, pathologies of the hearing mechanism, tests and clinical procedures used in audiological evaluations and hearing instrumentation.

*Restriction: SPCHSCI 732*

**SPCHSCI 734 15 Points**  
**Speech Language Therapy Clinical Practicum 3**

Clinical practice in a variety of settings with students taking responsibility for the assessment and management of cases with supervisor guidance. Weekly tutorials support the course.

*Prerequisite: SPCHSCI 724*

**SPCHSCI 735 15 Points**  
**Research Methods and Ethics for Speech Language Therapy**

Research design, methods and data analysis. Critical evaluation of research literature. Ethical issues in research and clinical practice.

**SPCHSCI 736 15 Points**  
**Topics in Communication Disorders in Adults**

Advanced study of speech language therapy with a focus on adult populations including evidence based practice, working with diversity, complex populations, lifelong disability and ageing effects on audition and language. Implications for SLT practice in the New Zealand context.

*Restriction: SPCHSCI 741*

**SPCHSCI 743 15 Points**  
**Advanced Study of Speech and Language Therapy in Children**

Develops depth in specific areas of difficulty including language disorders in adolescents, pre-verbal stages, and working with disabilities, particularly intellectual and physical disability and autism spectrum disorder. Develop best practice in cultural and linguistic diversity. Consolidate and extend knowledge of evidence-based practice in child speech and language.

*Restriction: SPCHSCI 732*

<b>SPCHSCI 744</b> <b>Speech Language Therapy Clinical Practicum 4</b>	<b>15 Points</b>
Clinical practice in a variety of settings with the student demonstrating independent practice and problem solving skills. Supervisory guidance will be given and the course will be supported by weekly tutorials. <i>Prerequisite: SPCHSCI 734</i>	
<b>SPCHSCI 745</b> <b>Speech Language Therapy Project</b>	<b>15 Points</b>
Research project relating to diagnosis and treatment of adult or paediatric communication disorders or dysphagia.	
<b>SPCHSCI 746</b> <b>Voice and Fluency</b>	<b>15 Points</b>
Voice science and disorders – study of the voice, and the assessment and management of voice disorders. Fluency – assessment and management of clients with dysfluency disorders (adult and paediatric). Study of causative factors and differing approaches in dysfluency treatment. <i>Restriction: SPCHSCI 731</i>	
<b>SPCHSCI 751</b> <b>Special Topic</b>	<b>15 Points</b>
<b>SPCHSCI 752</b> <b>Research Project</b>	<b>15 Points</b>
<b>SPCHSCI 753</b> <b>Special Topic</b>	<b>15 Points</b>
<b>SPCHSCI 754</b> <b>Special Topic</b>	<b>15 Points</b>
<b>SPCHSCI 796A</b>	<b>60 Points</b>
<b>SPCHSCI 796B</b>	<b>60 Points</b>
<b>MSc Thesis in Speech Science</b> <i>To complete this course students must enrol in SPCHSCI 796 A and B</i>	

## Sport and Exercise Science

### Stage I

<b>SPORTSCI 100G</b> <b>Exercise and Fitness: Myths and Reality</b>	<b>15 Points</b>
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.	

<b>SPORTSCI 101</b> <b>Foundations of Sport and Exercise Science</b>	<b>15 Points</b>
Essential scientific concepts, methods, and skills for progression to the biophysical sub-disciplines of Sport and Exercise Science: Biomechanics, Physiology, Neuroscience, and Psychology. Includes examples of research questions, key historical developments, professional organisations, training, and career pathways within each sub-discipline.	

<b>SPORTSCI 103</b> <b>Human Anatomy</b>	<b>15 Points</b>
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.

<b>SPORTSCI 105</b> <b>Exercise Prescription</b>	<b>15 Points</b>
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. <i>Restriction: SPORTSCI 205</i>	

### Stage II

<b>SPORTSCI 201</b> <b>Sport and Exercise Physiology 1</b>	<b>15 Points</b>
The biology and physiology of skeletal muscle, including its metabolism, energetics, activation and control. Training and assessment of neuromuscular strength, power and endurance. Physiological measurement of short-term power and aerobic metabolism. <i>Prerequisite: SPORTSCI 103, and 15 points from BIOSCI 107, MEDSCI 142</i>	

<b>SPORTSCI 202</b> <b>Principles of Tissue Adaptation</b>	<b>15 Points</b>
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. <i>Prerequisite: SPORTSCI 103</i>	

<b>SPORTSCI 203</b> <b>Introductory Biomechanics</b>	<b>15 Points</b>
Mechanical analysis of human movement, using qualitative, quantitative and predictive techniques. The focus is on sports techniques, musculoskeletal stress and locomotion. <i>Prerequisite: SPORTSCI 103</i>	

<b>SPORTSCI 204</b> <b>Psychology of Physical Activity</b>	<b>15 Points</b>
An introduction to the study of psychology as it relates to sport, exercise, health and rehabilitation. <i>Prerequisite: 15 points from PSYCH 108, 109, 128, 129</i>	

<b>SPORTSCI 206</b> <b>Exercise Nutrition</b>	<b>15 Points</b>
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. <i>Prerequisite: 15 points from BIOSCI 107, MEDSCI 142</i>	

### Stage III

<b>SPORTSCI 301</b> <b>Sport and Exercise Physiology 2</b>	<b>15 Points</b>
Cardiopulmonary, endocrine and immune systems and their responses and adaptations to exercise and training. Physiological aspects of exercise and adaptation under different environmental conditions. Training and evaluation of anaerobic and aerobic power and endurance. <i>Prerequisite: SPORTSCI 201</i>	

<b>SPORTSCI 302</b> <b>Sport and Exercise Physiology for Special Populations</b>	<b>15 Points</b>
Examination of the role of exercise for special	

populations. Physiological responses and adaptations to exercise and training, and exercise and training recommendations for selected medical and athletic populations. Evaluation of cardiovascular, pulmonary, metabolic and neuromuscular function.

*Prerequisite: SPORTSCI 301*

**SPORTSCI 303** **15 Points**  
**Advanced Biomechanics**

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: SPORTSCI 203*

**SPORTSCI 304** **15 Points**  
**Sport Psychology**

Examination of psychological factors affecting behaviour and performance in exercise and sport. The individual performer is the major consideration, but group influences on individual performance are also considered.

*Prerequisite: SPORTSCI 204, or 45 points at Stage II in Psychology with at least a B- average grade*

**SPORTSCI 305** **15 Points**  
**Movement Neuroscience**

Examines brain and spinal cord organisation and function related to movement, and the neurological mechanisms involved in the planning, execution and control of movement in health and disease. Introduces the concept of neural plasticity as it relates to motor skill learning and recovery after injury in both healthy and neurologically impaired populations.

*Prerequisite: SPORTSCI 201*

**SPORTSCI 306** **15 Points**  
**Technique Assessment in Movement Analysis**

An overview of current biomechanics methodology for assessing various human movements, including sport and ergonomics. Emphasis is on image analysis, force measurement techniques and electromyography. A technique assessment project is completed.

*Prerequisite: SPORTSCI 303*

**SPORTSCI 309** **15 Points**

**SPORTSCI 309A** **7.5 Points**  
**SPORTSCI 309B** **7.5 Points**  
**Practicum in Sport and Exercise Science**

This practicum provides an opportunity to combine theoretical knowledge with practical skills in exercise rehabilitation, physical/cognitive ergonomics, or sport science settings.

*Prerequisite: Permission of Head of Department, and three of SPORTSCI 201, 202, 203, 204*

*To complete this course students must enrol in SPORTSCI 309 A and B, or SPORTSCI 309*

**Diploma Courses**

**SPORTSCI 690A** **15 Points**

**SPORTSCI 690B** **15 Points**

**Graduate Diploma Dissertation (Sport and Exercise Science)**

*To complete this course students must enrol in SPORTSCI 690 A and B*

**SPORTSCI 691A** **15 Points**

**SPORTSCI 691B** **15 Points**

**PG Diploma Dissertation (Sport and Exercise Science)**

*To complete this course students must enrol in SPORTSCI 691 A and B*

**Postgraduate 700 Level Courses**

**SPORTSCI 702** **15 Points**

**Project in Sport and Exercise Science**

Provides students with an opportunity to collect data in an area of interest, with the aim of validating an area of study towards their theses.

**SPORTSCI 703** **15 Points**

**Cardiac Rehabilitation**

The role of the exercise scientist in cardiac rehabilitation. Topics include electrocardiography, exercise testing and exercise prescription. The course combines theory and laboratory/clinical study of these topics.

**SPORTSCI 704** **15 Points**

**Advanced Techniques in Biomechanics**

A laboratory-based course which explores the theoretical foundations of advanced data collection and analysis of biomechanical data and offers students opportunities to experience practical, hands-on laboratory experiences that will demonstrate these theoretical foundations.

**SPORTSCI 705** **15 Points**

**Seminar in Sport and Exercise Science**

The role of science in sport – current developments and future needs. Practical seminar and research skills. Meta-analysis and critiquing of journal articles. Development and presentation of literature reviews.

**SPORTSCI 706** **15 Points**

**Seminar in Advanced Exercise Physiology**

A seminar-based course examining the physiological responses and adaptations to physical exercise or inactivity. Students evaluate, present, and discuss seminal and contemporary research publications on selected topics largely focusing on the cardiovascular, metabolic, and musculoskeletal systems. Emphasis will be placed upon investigations of the explanatory elements of adaptation, from the level of the genome to the living human, and the use of relevant contemporary experimental techniques.

*Restriction: PHYSIOL 706*

**SPORTSCI 707** **15 Points**

**Advanced Seminar in Biomechanics**

A seminar and laboratory-based course which examines theoretical and practical concerns in quantitative biomechanical data collection and analysis. Topics include: signal processing methods, 2-D and 3-D video analysis, human body modelling.

**SPORTSCI 708** **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.



<b>SPORTSCI 710</b> <b>Exercise Rehabilitation</b>	<b>15 Points</b>
The role of exercise in a multi-component approach to rehabilitation. Risks and benefits of exercise, particularly with respect to sedentary individuals and/or those with medical considerations. Exercise test administration. Exercise prescription and monitoring, physical and functional assessment of performance.	
<b>SPORTSCI 712</b> <b>Advanced Exercise Prescription</b>	<b>15 Points</b>
Use of advanced techniques for interpreting physical test results used in the prescription of accurate and progressive exercise programmes for people with co-existing health problems including disease and injury. Applies the principles of exercise prescription in combination with scientific evidence for specific exercise modalities. Reviews the American College of Sports Medicine guidelines for exercise prescription and progression, their scientific evidence as well as baseline history taking, rationale, contraindications, privacy issues.	
<b>SPORTSCI 713</b> <b>Sport, Exercise and Rehabilitation Psychology</b>	<b>15 Points</b>
A course designed to provide a comprehensive perspective of the role of psychology and psychological techniques in the areas of sport and exercise. Historical, theoretical, clinical and methodological considerations will be examined.	
<b>SPORTSCI 714</b> <b>Special Topics in Sport and Exercise Science</b>	<b>15 Points</b>
<i>Prerequisite: Permission of Head of Department</i>	
<b>SPORTSCI 781A</b>	<b>15 Points</b>
<b>SPORTSCI 781B</b>	<b>15 Points</b>
<b>Clinical Exercise Practicum I</b>	
A body of practical supervised work of not less than 200 hours, including some laboratory work. 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.	
<i>To complete this course students must enrol in SPORTSCI 781 A and B</i>	
<b>SPORTSCI 782A</b>	<b>30 Points</b>
<b>SPORTSCI 782B</b>	<b>30 Points</b>
<b>Clinical Exercise Practicum II</b>	
A body of practical supervised work of not less than 400 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.	
<i>To complete this course students must enrol in SPORTSCI 782 A and B</i>	
<b>SPORTSCI 783A</b>	<b>15 Points</b>
<b>SPORTSCI 783B</b>	<b>15 Points</b>
<b>Clinical Exercise Physiology</b>	
A body of advanced theoretical and administrative work related to exercise prescription and service delivery. The application of the principles of exercise physiology 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.	
<i>To complete this course students must enrol in SPORTSCI 783 A and B</i>	

<b>SPORTSCI 787A</b>	<b>15 Points</b>
<b>SPORTSCI 787B</b>	<b>15 Points</b>
<b>Dissertation in Clinical Exercise Physiology</b>	
A scholarly discussion of a topic related to clinical exercise physiology.	
<i>To complete this course students must enrol in SPORTSCI 787 A and B</i>	
<b>SPORTSCI 788A</b>	<b>22.5 Points</b>
<b>SPORTSCI 788B</b>	<b>22.5 Points</b>
<b>BSc(Hons) Dissertation in Sport and Exercise Science</b>	
<i>Restriction: SPORTSCI 789</i>	
<i>To complete this course students must enrol in SPORTSCI 788 A and B</i>	
<b>SPORTSCI 796A</b>	<b>60 Points</b>
<b>SPORTSCI 796B</b>	<b>60 Points</b>
<b>MSc Thesis in Sport and Exercise Science</b>	
<i>To complete this course students must enrol in SPORTSCI 796 A and B</i>	

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## Statistics

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### Stage I

<b>STATS 101</b>	<b>15 Points</b>
<b>STATS 101G</b>	<b>15 Points</b>
<b>Introduction to Statistics</b>	
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.	
<i>Restriction: STATS 102, 107, 108, 191</i>	
<b>STATS 108</b>	<b>15 Points</b>
<b>Statistics for Commerce</b>	
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.	
<i>Restriction: STATS 101, 102, 107, 191</i>	
<b>STATS 125</b>	<b>15 Points</b>
<b>Probability and its Applications</b>	
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.	
<i>Corequisite: MATHS 108 or 150</i>	
<i>Restriction: STATS 210</i>	
<b>STATS 150</b>	<b>15 Points</b>
<b>STATS 150G</b>	<b>15 Points</b>
<b>Lies, Damned Lies, and Statistics</b>	
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 207 15 Points Data-centred Investigation and Analysis

A practical course in the statistical analysis of data, with hands on experience in research design and execution. Includes exploratory data analysis, the analysis of linear models including two-way analysis of variance, experimental design and multiple regression, the analysis of contingency table data including logistic regression, the analysis of time series data, and model selection. The primary coursework assessment will be a group project.

*Prerequisite:* 15 points from STATS 101, 108, 191

*Restriction:* STATS 201, 208, BIOSCI 209

#### STATS 208 15 Points Data Analysis for Commerce

A practical course in the statistical analysis of data. There is a heavy emphasis in this course on the interpretation and communication of statistical findings. Topics such as exploratory data analysis, the analysis of linear models including two-way analysis of variance, experimental design and multiple regression, the analysis of contingency table data including logistic regression, the analysis of time series data, and model selection will be covered.

*Prerequisite:* 15 points from STATS 101–108, 191

*Restriction:* STATS 201, 207, BIOSCI 209

#### STATS 210 15 Points Statistical Theory

Probability, discrete and continuous distributions, likelihood and estimation, hypothesis testing. This course is a prerequisite for the BSc(Hons) and masters degree in statistics.

*Corequisite:* 15 points from MATHS 208, 250 or equivalent

*Restriction:* STATS 225

#### 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

##### Mathematical Statistics

Multivariate probability and distributions, transformations, expectation, moment generating functions, likelihood and estimation, hypothesis testing.

*Prerequisite:* B+ in STATS 125

*Corequisite:* MATHS 250

*Restriction:* STATS 210

#### STATS 255 15 Points

##### Introduction to Operations Research

Emphasises the relationship between business and industrial applications and their associated operations research models. Software packages will be used to solve practical problems. Topics such as linear programming, transportation and assignment models, network algorithms, queues, Markov chains, inventory models and simulation will be considered.

*Prerequisite:* 15 points at Stage I in Statistics or Mathematics

*Restriction:* ENGSCI 255

### Stage III

#### STATS 301 15 Points Statistical Programming and Modelling using SAS

Introduction to the SAS statistical software with emphasis on using SAS as a programming language for purposes of database manipulation, simulation, statistical modelling and other computer-intensive methods.

*Prerequisite:* 15 points from STATS 201, 207, 208, BIOSCI 209

#### STATS 302 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

#### 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

#### 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

**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, 207, 208, BIOSCI 209

**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, 210, 225, BIOSCI 209

**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

**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 390** 15 Points  
**Topics in Statistics**

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### Postgraduate 700 Level Courses

**STATS 701** 15 Points  
**Special Topic in Statistics 1**

**STATS 702** 15 Points  
**Special Topic in Statistics 2**

**STATS 705** 15 Points  
**Topics in Official Statistics**  
 Official statistics, data access, data quality, demographic and health statistics, other social statistics, economic statistics, analysis and presentation, case studies in the use of official statistics.

**STATS 708** 15 Points  
**Topics in Statistical Education**  
 Covers a wide range of research in statistics education at the school and tertiary level. There will be a consideration of, and an examination of, the issues involved in statistics education in the curriculum, teaching, learning, technology and assessment areas.

**STATS 710** 15 Points  
**Probability Theory**  
 Fundamental ideas in probability theory; sigma-fields, laws of large numbers, characteristic functions, the Central Limit Theorem.  
*Prerequisite:* STATS 310, 320 or 325

**STATS 720** 15 Points  
**Stochastic Processes**  
 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  
**Special Topic in Applied Probability**

**STATS 722** 15 Points  
**Financial Mathematics**

**STATS 723** 15 Points  
**Stochastic Methods in Finance**  
 Contingent claims theory in discrete and continuous time. Risk-neutral option pricing, Cox-Ross-Rubinstein and Black-Scholes models, stochastic calculus, hedging and risk management.  
*Prerequisite:* STATS 210 or 225

**STATS 724** 15 Points  
**Operations Research**  
 Continuous-time Markov processes; optimisation for jump Markov processes; Markov decision processes; queueing theory and stochastic networks.  
*Prerequisite:* 15 points from STATS 320, 325, 720 with at least B+

**STATS 725** 15 Points  
**Topics in Operations Research**

**STATS 726** 15 Points  
**Time Series**  
 Stationary processes, modelling and estimation in the time domain, forecasting and spectral analysis.

**STATS 727** 15 Points  
**Special Topic in Time Series**

**STATS 730** 15 Points  
**Statistical Inference**  
 Fundamentals of likelihood-based inference, including sufficiency, conditioning, likelihood principle, statistical paradoxes. Theory and practice of maximum likelihood. Examples covered may include survival

analysis, GLM's, nonlinear models, random effects and empirical Bayes models, and quasi-likelihood.

*Prerequisite: STATS 310*

**STATS 731 15 Points**  
**Bayesian Inference**

A course in practical Bayesian statistical inference covering: the Bayesian approach specification of prior distributions, decision-theoretic foundations, the likelihood principle, asymptotic approximations, simulation methods, Markov Chain Monte Carlo methods, the BUGS and CODA software, model assessment, hierarchical models, application in data analysis.

*Prerequisite: STATS 210 or 225*

**STATS 732 15 Points**  
**Topics in Statistical Inference**

**STATS 740 15 Points**  
**Sample Surveys**

This is a course in the design, management and analysis of sample surveys. Topics such as the following are studied. Types of Survey. Revision of statistical aspects of sampling. Preparing surveys. Research entry: problem selection, sponsorship and collaboration. Research design: methodology and data collection; Issues of sample design and sample selection. Conducting surveys: Questionnaires and questions; Non-sampling issues; Project management; Maintaining data quality. Concluding surveys: Analysis; Dissemination.

*Prerequisite: 15 points from STATS 340, 341*

**STATS 741 15 Points**  
**Special Topic in Sampling**

**STATS 747 15 Points**  
**Statistical Methods in Marketing**

Stochastic models of brand choice, applications of General Linear Models in marketing, conjoint analysis, advertising media models and marketing response models.

**STATS 750 15 Points**  
**Experimental Design**

The design and analysis of data from experiments involving factorial and related designs and designs which have the property known as general balance (this includes most of the standard designs), and more general designs with blocking and replication. Response surface methodology. Sequential experimentation.

*Prerequisite: 15 points from STATS 340, 351*

**STATS 751 15 Points**  
**Special Topic in Experimental Design**

**STATS 760 15 Points**  
**A Survey of Modern Applied Statistics**

A survey of techniques from modern applied statistics. Topics covered will be linear, non-linear and generalised linear models, modern regression including CART and neural networks, mixed models, survival analysis, time series and spatial statistics.

*Prerequisite: STATS 310, 330*

**STATS 761 15 Points**  
**Mixed Models**

Statistical techniques for analysis of data from medical studies, with an emphasis on mixed modelling. Topics such as the use of SAS for analysing medical data with applications in epidemiology. Analysis of multicentre trials (random effects models), repeated measures

data (covariance pattern and random coefficient models), matched case-control studies and the use of generalised linear models in medical statistics will be studied.

**STATS 762 15 Points**  
**Special Topic in Regression**

**STATS 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 764 15 Points**  
**Analysis of Failure Time Data**

Topics in the theory and analysis of survival data. Survival data arises both in the Health Sciences and in industrial testing. Such data is often subject to censoring and truncated data. Both parametric and nonparametric methods, such as Kaplan-Meier estimates, will be covered. Other topics may include: proportional hazards regression, censored data and reliability.

*Prerequisite: STATS 310*

**STATS 766 15 Points**  
**Multivariate Analysis**

A selection of topics from multivariate analysis, including: advanced methods of data display (eg, Correspondence and Canonical Correspondence Analysis, Biplots, and PREFMAP) and an introduction to classification methods (eg, various types of Discriminant Function Analysis).

*Prerequisite: STATS 302*

**STATS 767 15 Points**  
**Topics in Multivariate Analysis**

**STATS 770 15 Points**  
**Introduction to Medical Statistics**

An introduction to ideas of importance in medical statistics, such as measures of risk, basic types of medical study, causation, ethical issues and censoring, together with a review of common methodologies.

**STATS 771 15 Points**  
**Topics in Biostatistics 1**

**STATS 773 15 Points**  
**Design and Analysis of Clinical Trials**

The theory and practice of clinical trials, including: design issues, data management, common analysis methodologies, intention to treat, compliance, interim analyses and ethical considerations.

**STATS 775 15 Points**  
**Design of Ecological Experiments**

Factorial designs, nested hierarchies and mixed models; variance components and expected mean squares; precision and power analysis; multivariate analysis in ecology; designs to detect environmental impact; resampling methods and permutation tests for complex designs.

**STATS 776 15 Points**  
**Topics in Environmental and Ecological Statistics**

**STATS 779 15 Points**  
**Professional Skills for Statisticians**

Statistical software, data management, data integrity,



data transfer, file processing, symbolic manipulation, document design and presentation, oral presentation, professional ethics.

**STATS 780** 15 Points  
**Statistical Consulting**

Students will learn about the practicalities of statistical consulting. Students will carry out a statistical consulting project, including the writing of a report, under the supervision of a member of the academic staff.

**STATS 781** 30 Points

**STATS 781A** 15 Points

**STATS 781B** 15 Points

**Honours Project in Statistics**

*Restriction: STATS 789*

*To complete this course students must enrol in STATS 781 A and B, or STATS 781*

**STATS 782** 15 Points

**Statistical Computing**

Professional skills, advanced statistical programming, numerical computation and graphics.

**STATS 783** 15 Points

**Simulation and Monte Carlo Methods**

A practical introduction to modern simulation and Monte Carlo techniques and their use to simulate real situations and to solve difficult statistical inferential problems whose mathematical analysis is intractable.

**STATS 784** 15 Points

**Statistical Data Mining**

Data cleaning, missing values, data warehouses, security, fraud detection, meta-analysis, and statistical techniques for data mining such as regression and decision trees, modern and semiparametric regression, neural networks, statistical approaches to the classification problem.

**STATS 785** 15 Points

**Topics in Statistical Data Management**

**STATS 786** 15 Points

**Special Topic in Statistical Computing**

**STATS 787** 15 Points

**Topics in Statistical Computing**

**STATS 788** 45 Points

**STATS 788A** 22.5 Points

**STATS 788B** 22.5 Points

**Dissertation in Medical Statistics**

*To complete this course students must enrol in STATS 788 A and B, or STATS 788*

**STATS 790** 30 Points

**STATS 790A** 15 Points

**STATS 790B** 15 Points

**Masters Dissertation 1**

*Restriction: STATS 796*

*To complete this course students must enrol in STATS 790 A and B, or STATS 790*

**STATS 798A** 45 Points

**STATS 798B** 45 Points

**Masters Thesis in Statistics**

*Restriction: STATS 790, 796*

*To complete this course students must enrol in STATS 798 A and B*

## Wine Science

### Stage II

**WINESCI 201** 15 Points

**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*

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## General Education

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### Accounting

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**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*

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### Anthropology

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**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*

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## Architectural History, Theory and Criticism

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**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*

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## Art History

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**Stage I****ARTHIST 114G 15 Points****Reading Images**

Is seeing learned? Can an image be read in the same way as a text? Understanding images is central to everyday life. Visual literacy is fundamental to all disciplines. This course provides students with tools for making sense of various kinds of images and objects: photographs, advertisements, paintings, film, television, comics, cartoons, monuments, buildings, maps, landscape, digital and internet images.

**ARTHIST 115G 15 Points****Global Art Histories**

A broad survey of visual art spanning from the early modern period to the contemporary. Students will be introduced to a range of art practices situated within a global context and will consider art works produced in Māori and Pacific cultures alongside Indian, South Asian, Middle Eastern, European and American traditions.

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## Asian Studies

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### Stage I

#### ASIAN 140G 15 Points New Zealand and Asia

Asia and its interrelationship with New Zealand, including Asia's growing presence in New Zealand in all its manifestations, and the evolving political, social, economic, cultural, and strategic relations between this country and Asia. Topics will include historical and contemporary ties with Asia, Asian migration, literature, media and films. The course will focus especially on South-East and East Asia.

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## Biological Sciences

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### Stage I

#### BIOSCI 100G 15 Points Antarctica: The Frozen Continent

A general introduction to Antarctica and its environs including the Southern Ocean and the sub-Antarctic islands. Emphasis will be placed on the evolution of Antarctica and how resident plants, animals and micro-organisms have adapted to cope with the extreme environment. Specific topics to be addressed include: the history of Antarctic exploration and its impact on the development of Antarctic science, Antarctic ecosystems, Antarctica as a wilderness region, and the impact of humans including the exploitation of resources and the effects of pollution. This course is suitable for students with both science and non-science backgrounds.

#### BIOSCI 104G 15 Points New Zealand Ecology and Conservation

An introduction to the diversity of animals and plants in New Zealand including endemic, native and introduced species, biogeographical and evolutionary relationships, community structure and interrelationships, behaviour and ecology, Māori perspectives in biology, and current conservation, environmental, social, animal welfare, and economic issues relevant to New Zealand biology.

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## Business

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### Stage I

#### BUSINESS 151G 15 Points Communication in a Multicultural Society

Develops communication knowledge and skills for students' careers and interpersonal and intercultural relationships in this theory-based, but practical study of communication knowledge. Offers opportunities to improve your communication knowledge, competencies and skills through the study of interpersonal and intercultural relationships, information literacy, different forms of writing, group communication processes, oral presentations and the impact of technology on communication behaviours. *Restriction: BUSINESS 291, MGMT 291*

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## Chemical and Materials Engineering

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### 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.

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## Chemistry

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### Stage I

#### CHEM 100G 15 Points Molecules that Changed the World

The impact of chemistry on the modern world will be explored by focusing on the stories of specific molecules, including penicillin, DDT and nylon. Their discovery, the underlying chemical principles that explain their behaviour, their impact on our lives including social and scientific issues that arise from their use, and their likely impact on the future will be investigated.

*Prerequisite: No formal prerequisite, but the course assumes a science background at Year 11 or higher*

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## Chinese

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### Stage I

#### CHINESE 100G 15 Points Beginning Modern Chinese 1

Designed to provide basic written and spoken skills in modern standard Chinese (Mandarin, *Putonghua*) for beginners.

*Restriction: CHINESE 110, 210, 310. 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 Through Tragedy

A study of the mythology of ancient Greece and Rome through the works of tragic playwrights such as Aeschylus, Sophocles, Euripides and Seneca.

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## Commercial Law

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### Stage I

#### COMLAW 151G 15 Points The (Un)Lawful World: Law in Contemporary Life

An examination of and guide to the laws and legal institutions that shape contemporary life. The focus will be on the laws that people are most likely to brush up against in everyday life and current legal controversies. Topics may include crime and the criminal justice system, residential tenancies,

employment disputes, consumer transactions, and the protection of creativity and innovation.

## Computer Science

### Stage I

**COMPSCI 111G** **15 Points**

#### Mastering Cyberspace: An Introduction to Practical Computing

A practical introduction to computing. Topics include: web design, an overview of computer hardware and operating systems, effective use of common applications, using the internet as a communication medium, applying programming concepts, and social implications of technology.

## Cook Islands Maori

### Stage I

**COOKIS 101G** **15 Points**

#### Conversational Cook Islands Maori

Gives students a grounding in conversational Cook Islands Maori language, allowing them to develop basic skills in listening and speaking. Intended for students with no previous knowledge of the language, and those with limited fluency.

*Restriction: COOKIS 102. May not be taken if a more advanced language acquisition course in this subject has previously been passed.*

## Dance Studies

### Stage I

**DANCE 101G** **15 Points**

#### Introduction to Dance and Creative Processes

To develop an understanding of our moving bodies through movement awareness, dance improvisation, choreography and creative and analytic writing. Students will undertake both theoretical and practical classes focusing on a range of practices that dancers and movement practitioners use to facilitate kinaesthetic awareness, experimentation, communication and choreography. Students will explore somatic theory and practice, improvisation scores, choreography and dance analysis. (DANCE 101G not available for BDanceSt)

### Stage II

**DANCE 200G** **15 Points**

#### Dance and Culture

Examines the interrelationship between dance and wider political and cultural movements through practical dance classes and theoretical investigations into diverse cultural environments around the world. Students physically and theoretically engage in the study of various dance forms such as Tango, Salsa, Dabkeh, traditional Chinese dance and Bharata Natyam.

*Prerequisite: 60 points at Stage I in any subject(s)*

## Disability Studies

### Stage I

**DISABTY 113G** **15 Points**

#### Making Disabilities: The Construction of Ideas

Examines the expression of social and cultural

ideas of disability in popular culture through film, television and print media. The course aims to develop skills to examine the construction and maintenance of concepts of disability and disabling identities in popular culture. The consequences of these processes are also discussed and their implications for perpetuating social devaluation, discrimination, and disadvantage.

## Economics

### Stage I

**ECON 151G** **15 Points**

#### Understanding the Global Economy

Economics affects our daily lives and the global environment in many ways. Through the media we are constantly made aware of price increases, interest rate changes, exchange rate movements and balance of payments problems, growth and recessions, standard of living comparisons, regional trading agreements. What does it all mean and how does it all work?

*Restriction: May not be taken by students with a concurrent or prior enrolment in Economics courses*

## Education

### Stage I

**EDUC 121G** **15 Points**

#### How People Learn

Focuses on learning in formal and informal settings and addresses such questions as: why do some things seem easier to learn than others, why do we forget things we once knew, and why do some people learn faster or better than others? Examines the nature of intelligence and how to help personal learning or the learning of others.

*Restriction: EDUC 111, 117*

**EDUC 122G** **15 Points**

#### Learning Sexualities

How and what do we learn about sexualities in New Zealand? Learning about sexualities is viewed as occurring both formally (eg, through sexuality education) and informally (eg, through the media) in a diversity of social sites. Schools are examined as one significant site where students are offered sexual meanings. The historical derivation and current context of contemporary education about sexuality along with its social effects are investigated.

*Restriction: ACE 535.507*

## Engineering General

### Stage I

**ENGEN 100G** **15 Points**

#### Technological Choices for the New Millennium

A consideration of technological choices to support informed decision making in the use of technology in modern society. The course will be themed around important questions such as: will water be the new oil? Is nuclear power the only practical solution to our energy demands? Nanotechnology – how small can or should we go? Are cell phones safe?

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## English

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### Stage I

#### ENGLISH 121G 15 Points Reading/Writing/Text

A course developing University-wide skills of reading, writing and analysis. Addresses the needs of students in both English and other disciplines where both writing and reading have an important role in learning. The course fosters personal writing skills and also introduces writing as a subject of study in itself.

### Stage II

#### ENGLISH 241G 15 Points Literature and Science

Explores the relations between literature and science past and present, including science fiction, science in fiction, creativity and criticism in science and in literature, narrative and metaphor as ways of understanding in science and in literature, literature *about* science, science writing (science *as* literature), science *on* literature and science and literature on human nature.

*Prerequisite: 90 points passed*

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## Environmental Science

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### 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 Thinking Europe

An introduction to the study of Europe, organised around a number of major themes, including linguistic and ethnic groupings, historical periods, literary and cultural movements, religious and philosophical traditions, and political and cultural figures. An ideal course for students wishing to explore European culture and civilisation.

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## Film, Television and Media Studies

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### Stage I

#### FTVMS 110G 15 Points Advertising and Society

A critical examination of advertising and advertisements focusing on the role advertising plays in consumer culture. Advertisements from a diverse range of media are studied in order to analyse how advertisements construct and disseminate meaning. The course investigates how advertising engages with the logic of wider cultural and global transformations with consideration given to both consumer and industry perspectives.

### Stage II

#### FTVMS 215G 15 Points Reading Contemporary Films

Considers ways of analysing and interpreting contemporary films. The aim is to develop students' skills of close reading through the analysis of a range of contemporary films that represent a number of narrative and cinematic styles, both 'mainstream' and 'alternative'.

*Prerequisite: 90 points passed*

*Restriction: FTVMS 112*

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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 at Stage I in any subject/s*

#### 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.

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## French

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### Stage I

#### FRENCH 101G 15 Points Introductory French Language 1

This is a four-skill language course (reading, writing, speaking, listening), teaching vocabulary and structure using up-to-date methodology and multimedia materials, for beginners or near beginners. Students who have achieved 12-16 credits in Level 2 NCEA French should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French.

*Restriction: FRENCH 151, 161. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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## General Education

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### Stage I

#### GENED 101G 15 Points Global Issues, Sustainable Futures

The basis for sustainability – social issues such as population and consumption, environmental issues such as climate change, limited resources and environmental degradation. Discusses the roles that various disciplines (law, business, engineering and urban planning) will play in developing solutions, including consideration of human rights and good governance, new concepts in economics and



business management which will lead to sustainable businesses, developments in science and technology which will change how we manage resources and new visions for cities and communities which will support sustainable ways of life.

## Geography

### Stage I

#### **GEOG 103G** **Digital Worlds** **15 Points**

Introduction to space-modifying technologies such as GIS, transport and communications, and their historical significance. Practical exposure to current digital technologies through laboratories, texting and web interaction and an introduction to the social impact of the technologies through media such as cyberspace, cellular phones and location based systems. Critical perspectives on new technologies and space, and the representation of such technologies in popular and academic writing.

#### **GEOG 104G** **Cities and Urbanism** **15 Points**

What makes a great city? This course explores 'urbanism' in both historical and contemporary cities to determine the essence of urbanity and the way that citizens (and visitors) experience city life. The dynamics and character of cities are considered in terms of their built environment, economic systems, population, human and cultural diversity and planning policies and practices.

#### **GEOG 105G** **Natural Hazards in New Zealand** **15 Points**

New Zealanders are exposed to extreme natural events and processes including earthquakes, volcanic eruptions, weather bombs, storm surge, tsunami, flooding and erosion. The physical context for each hazard is provided, drawing on the disciplines of geology, geomorphology and climatology. The frequency and magnitude of natural hazards for New Zealand are considered using different sources. Impacts on modern society are discussed using case studies and scenario modelling.

*Restriction: GEOLOGY 110*

## Geology

### Stage II

#### **GEOLOGY 205G** **New Zealand: Half a Billion Years on the Edge** **15 Points**

Take a 500 million year journey through time following the geologic and biologic development of New Zealand from humble beginnings on the edge of the ancient supercontinent Gondwana to the present day geologically dynamic land mass beset by volcanic eruptions, earthquakes and massive erosion as a consequence of being located on the edge of the Earth's largest tectonic plate.

*Prerequisite: Any 75 points*

## German

### Stage I

#### **GERMAN 101G** **German Language Introductory 1** **15 Points**

Written and oral use of German for students with no

previous knowledge of the language or with fewer than 16 credits in NCEA Level 2 German.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

## History

### Stage I

#### **HISTORY 103G** **Global History** **15 Points**

It is only since the fifteenth century that a truly global dimension to history can be identified. This course examines key determinants that have bound the fate of peoples together including the emergence of world trade networks, the growth of world religions, the spread of epidemic diseases, the formation of empires, and the migration of peoples across continents.

## International Business

### Stage I

#### **INTBUS 151G** **Business across Borders** **15 Points**

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, Business across Borders explores the influence of international trade and multinational corporations on the contemporary global economy.

## Italian

### Stage I

#### **ITALIAN 106G** **Italian Language for Beginners 1** **15 Points**

Students learn to speak, read and write Italian, studying aspects of contemporary Italian society and thought. This course does not count towards a major in Italian. For students with no previous knowledge of Italian.

*Restriction: ITALIAN 166. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

## Japanese

### Stage I

#### **JAPANESE 130G** **Introduction to Japanese, Language 1** **15 Points**

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** **Korean for Beginners 1** **15 Points**

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*

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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 conjoints or LLB(Hons) conjoints.*

*Restriction: LAW 101*

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## Linguistics

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### Stage I

#### **LINGUIST 101G** **15 Points** **Language and Society**

Language in its social and cultural context. Topics may include language variation, language and gender, language and social identity, language contact, language in the media, language maintenance.

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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: 260.105. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **MĀORI 130G** **15 Points** **Te Ao Māori: The Māori World**

An introduction to Māori analyses of topics that are often discussed and sometimes controversial, and that continue to shape contemporary life in New Zealand. Topics include aspects of world view, philosophy and social organisation; the Declaration of Independence, the Treaty of Waitangi and European immigration; and contemporary issues including Treaty claims, ownership of the foreshore and seabed and constitutional issues.

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## Marketing

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### Stage I

#### **MKTG 151G** **15 Points** **Essential Marketing**

Marketing is an integral part of our modern world. Essential Marketing is designed for non-business students and provides an inside view to the world of marketing. We explore basic marketing principles and examine contemporary issues relevant to our changing world. Its emphasis is based on creating customer value and satisfaction through the understanding of these principles and practices.

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## Mathematics

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### Stage I

#### **MATHS 101G** **15 Points** **Mathematics in Society**

Students will encounter the role mathematics plays in understanding and guiding human activity. The teaching is thematic and students experience how fundamental mathematical ideas occur in modelling diverse features of our society such as the environment (eg, air pollution) and medicine (eg, burns, drug dosages).

*Recommended preparation: For students who have not studied Mathematics at NCEA Level 3 (or equivalent)*

*Restriction: MATHS 101/101G may not be taken with, or after, any other Mathematics course except MATHS 190/190G. MATHS 101/101G is not available to students who have 12 credits or more in Mathematics at NCEA Level 3 or those who have passed Cambridge Mathematics A with an E or better, or Cambridge Mathematics AS with a D or better, or those who have passed International Baccalaureate Mathematics, or equivalent*

#### **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.

## Music

### 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.

*Restriction: MUSIC 144, 144G*

#### MUS 149G 15 Points

##### New Zealand Music Studies

New Zealand art music and popular music from World War II to the present, with a focus on contemporary practice. A broad range of musical styles and genres and their historical significance and wider social contexts will be discussed, together with notions of cultural identity in music at national and local levels. No previous knowledge of music is assumed.

*Restriction: MUSIC 149, 149G*

## 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.

## Physics

### Stage I

#### PHYSICS 107G 15 Points

##### Planets, Stars and Galaxies

A non-advancing course in physics for students interested in astronomy. Topics include a survey of astronomical objects in the universe, the tools of observational astronomy, stellar evolution, quasars and black holes, cosmology. This course does not

require a formal background in mathematics or physics.

#### PHYSICS 108G 15 Points

##### Science and Technology of Sustainable Energy

Leading-edge science behind the various technologies which underpin new sustainable energy sources will be discussed in a way which will lead to understanding of the advantages, disadvantages, and compromises involved. Case-study examples include solar energy, wind energy, biofuels, geothermal energy, tidal energy, wave energy, and hydrogen energy.

## Planning

### Stage I

#### PLANNING 100G 15 Points

##### Creative Communities: An Introduction to Planning

The evolution of modern planning as an intellectual and professional movement.

## Political Studies

### Stage I

#### POLITICS 107G 15 Points

##### New Zealand Politics

An examination of who governs New Zealand and in whose interests. Topics include: government formation and functioning under MMP, political leadership, national identity, parties and elections, the role of the media in election campaigns, the place of Māori within the political system, and business and politics.

## Population Health

### Stage I

#### POPLHLTH 103G 15 Points

##### Epidemics: Black Death to Bioterrorism

Epidemics have devastated human populations and will continue to do so. This course looks at how epidemics can run rampant through society and how we can control them. It will include examples from the past and present, as well as outline future threats. A diversity of epidemics will be covered, from the plague, gambling, depression, pandemics, nun-biting and alien abduction.

#### POPLHLTH 104G 15 Points

##### Future Health

Healthcare systems face complex challenges in improving people's health. The goal of this course is to give students the opportunity to learn how the health system works, the challenges it faces, what role innovation plays, and how they can make a difference with knowledge about the role of information in the delivery of healthcare in the twenty-first century.

## Psychology

### Stage I

#### PSYCH 109G 15 Points

##### Mind, Brain and Behaviour

Topics covered may include: the nature of sensory and perceptual processes, the cause of perceptual illusions, the structure and function of the human brain, approaches to animal and human learning,

models of human language and memory, and the design of psychological experiments. A laboratory component, in which students are required to participate as subjects, forms part of the course.  
*Restriction: PSYCH 129*

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## Russian

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### 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*

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## Samoan

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### Stage I

**SAMOAN 101G** **15 Points**  
**Samoan Language 1**

The communicative uses of Samoan in everyday and specialised situations based on listening and speaking, reading and writing, and visual language and cultural learning. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency wishing to understand simple sentence structure and composition.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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## Science General

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### Stage I

**SCIGEN 101G** **15 Points**  
**Communicating for a Knowledge Society**

Effective communication is required for specialists in all fields to engage meaningfully with society. In this course students gain an understanding of the important role communication plays in a knowledge society. Through case studies and practical experience students learn about the responsibilities and skills required to communicate with a variety of audiences. They learn how to effectively manage and present data and practice oral, written, visual and electronic communication.

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## Sociology

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### Stage I

**SOCIOI 101G** **15 Points**  
**Understanding Aotearoa New Zealand**

Provides an introduction to the sociological analysis of New Zealand society. Looks at familiar events, institutions, social processes from a sociological point of view and offers ways to understand them in new and different ways. Focuses on the structure of New Zealand society and on social and political changes which affect the lives of New Zealanders and shape their society.

*Restriction: 315.104*

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### Stage II

**SOCIOI 220G** **15 Points**

#### Last Call: The Sociology of Death and Dying

Examines the social location of death in modern life. It includes topics on perceptions of death from sociological, philosophical, religious, historical, secular and medical approaches. It includes topics on death systems, medicalisation of death, death in popular culture, suicide and genocide.

*Prerequisite: 90 points passed*

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## Spanish

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### Stage I

**SPANISH 104G** **15 Points**  
**Beginners' Spanish 1**

Provides a solid grounding in the basic grammar and vocabulary of Spanish. Emphasis is on communicative competence including speaking, listening, reading, and writing skills. This course is designed for beginners or near beginners; thus, students who have achieved 16 credits in Level 2 NCEA Spanish within the last two years must enrol in SPANISH 105 instead. SPANISH 104 does not count towards a major in Spanish.

*Restriction: SPANISH 107. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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## Sport and Exercise Science

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### Stage I

**SPORTSCI 100G** **15 Points**  
**Exercise and Fitness: Myths and Reality**

An introduction to the principles of physical exercise, with a focus on understanding how the body moves and responds to exercise, how performance can be measured, and how fitness can be developed and maintained to optimise health. Particular emphasis will be placed on the debunking of common myths about exercise, and offering evidence-based advice on the benefits of appropriate physical activity.

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## Statistics

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### 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.

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## Theology

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### Stage I

#### THEOLOGY 101G 15 Points

##### The Bible in Popular Culture

An exploration of biblical themes, images, and metaphors in contemporary film, music and cultural arts through which religion and culture intersect. It develops tools appropriate for analysing popular culture, as it moves from the local to the national to the global.

#### THEOLOGY 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.

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## Tongan

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### Stage I

#### TONGAN 101G 15 Points

##### Tongan Language 1

Focuses on developing initial fluency in the communication skills of listening, speaking, reading and writing. Intended for students with no previous knowledge or familiarity with the language, and for those with limited fluency.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

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## Youth Work

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### Stage I

#### YOUTHWRK 152G 15 Points

##### Understanding New Zealand Youth

This course examines the concept of 'youth' and the historical, economic and political contexts in which young people live and are schooled in New Zealand society. The concept of youth is explored as a fundamental aspect of human development, identity and culture. The ways that we learn about what it is to be a young person in New Zealand today, including sport, body image, media, music, technology and social networking will be explored.

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## University Personnel

759	Officers of the University
759	The Council of the University
759	The Senate of the University
760	Deans
761	Tāmaki Innovation Campus
761	Honorary Graduates
762	Honorary Fellows
762	The University of Auckland Distinguished Alumni Awards
763	Professores Emeriti

## University Staff

765	Faculty of Arts
770	Faculty of Business and Economics
774	Faculty of Creative Arts and Industries
776	Faculty of Education
780	Faculty of Engineering
783	Faculty of Law
784	Faculty of Medical and Health Sciences
807	Faculty of Science
816	Auckland Bioengineering Institute
817	Liggins Institute
818	Academic Services
818	Alumni Relations and Development
818	Auckland UniServices Limited
818	Campus Life
819	Communications
819	Equity Office
819	Financial Services
819	Foundation Studies Programmes
819	Human Resources
819	International Office
819	IT Services
820	IT Strategy, Policy and Planning
820	Organisational Performance
820	Property Services
820	School of Graduate Studies
820	Schools Partnership Office
820	Student Information and Marketing Services
820	University Library
821	Office of the Vice-Chancellor

## UNIVERSITY PERSONNEL

### Officers of the University

#### Chancellor

G. Roger W. France, BCom, FCA (*Term ends 14.12.12*)

#### Pro-Chancellor

Ian M. Parton, BE(Hons) PhD (*Term ends 14.12.12*)

#### Vice-Chancellor

Stuart N. McCutcheon, BAgSc(Hons) PhD *Massey*

#### Deputy Vice-Chancellor (Academic)

John Morrow, MA *Cant.*, PhD *York(Can.)*

#### Deputy Vice-Chancellor (Research)

Jane E. Harding, ONZM, DPhil *Oxf.*, BSc MBChB, FRACP FRSNZ

#### Deputy Vice-Chancellor (Strategic Engagement)

Jennifer E. Dixon, MSc *Cant.*, DPhil *Waik.*, FNZPI

#### Registrar and General Counsel

Timothy P. Greville, LLB

#### Director of Administration

Adrienne Cleland, MBA *Massey*

### The Council of the University

#### Ex officio

#### Vice-Chancellor

Stuart N. McCutcheon, BAgSc(Hons) PhD *Massey*

#### Appointed by the Minister of Education

Michael Daniell, BE (*Term ends 31.1.15*)

Andrew Ferrier, BBA *New Br.*, MBA *C'dia.* (*Term ends 5.3.16*)

Peter Kiely, BA LLB (*Term ends 31.5.13*)

Ralph Norris (*Term ends 13.8.16*)

#### Court of Convocation

Jan Dawson, BCom, FFin FCA (*Term ends 7.9.15*)

Ian M. Parton, BE(Hons) PhD (*Term ends 6.9.15*)

Kate Sutton, MA (*Term ends 20.10.13*)

#### Appointed by Council

G. Roger W. France, BCom, FCA (*Term ends 18.8.13*)

Sarah M. Roberts, LLB(Hons) *Well.* (*Term ends 24.6.16*)

Scott St John (*Term ends 13.12.13*)

#### A Deputy Vice-Chancellor

Jane E. Harding, ONZM, DPhil *Oxf.*, BSc MBChB, FRACP FRSNZ (*Term ends 19.7.13*)

#### Elected by Students

Jing Jing (Alice) Wang (*Term ends 31.12.12*)

Arena Williams (*Term ends 31.12.12*)

#### Elected by Academic Staff

Geoff L. Austin, BA *Camb.*, MSc PhD *Cant.*, FNZIP FRSNZ (*Term ends 31.3.13*)

#### Elected by Professional Staff

Stephen Warrington (*Term ends 31.3.15*)

#### Elected by Lecturers

Alexandra Sims, LLB *Otago*, MComLaw (*Term ends 31.3.15*)

#### Professor Elected by Senate

Bruce V. Harris, LLB(Hons) LLD *Otago*, LL.M *Harv.* (*Term ends 31.3.13*)

### The Senate of the University

Chairman: The Vice-Chancellor

Deputy Vice-Chancellor (Academic)

Deputy Vice-Chancellor (Research)

Deputy Vice-Chancellor (Strategic Engagement)

Pro Vice-Chancellor (Equity)

Pro Vice-Chancellor (Maori)

All Professors (*and their equivalents*)

Heads of Departments and Acting Heads of Departments (*Sub-professorial*)

Deans (*not being members of the Professorial staff*)  
Librarian

*Elected Members of the Sub-professorial Staff (two each from the Faculties of Arts, Business and Economics, Education, Medical and Health Sciences and Science; and one each from the Faculties of Creative Arts and Industries, Engineering and Law; and six from the Sub-professorial staff at large)*

#### Faculty of Arts

Luke Goode (*Term ends 31.1.15*)

Deborah Montgomerie (*Term ends 31.1.15*)

#### Faculty of Business and Economics

Andrew Eberhard (*Term ends 31.1.14*)

Alexandra Sims (*Term ends 31.1.14*)

#### Faculty of Creative Arts and Industries

Davinia Caddy (*Term ends 31.1.15*)

#### Faculty of Education

Helen Dixon (*Term ends 31.1.14*)

Fiona Ell (*Term ends 31.1.14*)

#### Faculty of Engineering

Gerard Rowe (*Term ends 31.1.14*)

#### Faculty of Law

Hanna Wilberg (*Term ends 31.1.15*)

#### Faculty of Medical and Health Sciences

Maurice Curtis (*Term ends 31.1.14*)

Bruce Russell (*Term ends 31.1.14*)

#### Faculty of Science

Margaret Goldstone (*Term ends 31.1.14*)

Ben Martin (*Term ends 31.1.15*)

#### Sub-professorial Staff at Large

Susan Laurenson (*Term ends 31.1.15*)

James Oleson (*Term ends 31.1.14*)

Peter Smith (*Term ends 31.1.14*)

Sean Sturm (*Term ends 31.1.15*)

... (*Term ends 31.1.14*)

... (*Term ends 31.1.15*)

#### President, Auckland University Students' Association

Five Student Members (*nominated by Auckland University Students' Association*)

## Deans

### Faculty of Arts

#### Dean

Robert Greenberg, BA *Sarah Lawrence*, MA PhD *Yale*

#### Deputy Dean

Raymond K. Miller, BA *McM.*, MA PhD DipEd

#### Associate Dean (Academic)

Alex Calder, MA PhD

#### Associate Dean (Research)

Thegn N. Ladefoged, BA *UCSB*, MA PhD *Hawaii*

#### Associate Dean (Students)

Deborah Montgomerie, PhD *Duke*, MA

#### Associate Dean (Postgraduate)

Frederick W. Kroon, MA PhD *Prin.*, MA

#### Associate Dean (Equity)

Margaret Henley, MA DipBrC DipTchg

#### Associate Dean (International)

Bernadette Luciano, MA *Stan.*, PhD *Col.*

#### Assistant Dean (Postgraduate)

Christine Dureau, MA *Monash*, PhD *Macq.*

#### Assistant Dean (Students)

Bruce M. Z. Cohen, BSc(Hons) *Tees.*, MSc *Hudd.*,  
PhD *Brad.*

### Faculty of Business and Economics

#### Dean

Gregory Whittred, BCom(Hons) *Qld*, MEd *Syd.*, PhD  
*NSW*

#### Deputy Dean

Jilnaught Wong, MCom PhD CA, FCPA

#### Associate Dean (Academic Faculty)

Susan M. Watson, LLB(Hons) MJur

#### Associate Dean (Academic Programmes and International)

Susan S. Laurenson, MCom MA

#### Associate Dean (Postgraduate)

Siah Hwee Ang, BBA(Hons), PhD *NU Singapore*

#### Associate Dean (Research)

Peter F. Boxall, PhD *Monash*, MCom, FHRINZ

#### Associate Dean (Māori and Pacific Development)

Manuka A. Henare, BA(Hons) PhD *Well.*

### Faculty of Creative Arts and Industries

#### Dean

...

#### Deputy Dean

Nuala Gregory, BA *Ulster*, MFA

#### Associate Dean (Academic)

Peter Shand, LLM *Lond.*, LLB PhD

#### Associate Dean (Equity and Diversity)

Elizabeth Aitken Rose, BA *Well.*, MTP, MNZPI

#### Associate Dean (Postgraduate)

...

#### Associate Dean (Research)

Dory Reeves, BA(Hons) *Durh.*, MA PhD *Sheff.*, RTPi

### Faculty of Education

#### Dean

Graeme Aitken, MA EdD DipTchg

#### Deputy Dean (Academic)

Helen Dixon, BEd *Waik.*, MEdAdmin *Massey*,  
DipEHC ACE, EdD AdvDipTchg DipTchg

#### Deputy Dean (Research)

Stephen May, BA(Hons) *Well.*, MEd *Massey*, PhD  
*Brist.*, DipTchg CCE, BA, MRSNZ

#### Deputy Dean (Teacher Education)

Lexie Grudnoff, PhD *Waik.*, DipMan *Henley*,  
HDipTchg DipEd DipEHC ACE, MA

#### Associate Dean (International Programmes)

John Hope, DipEd ACE, MA PhD

#### Associate Dean (International Strategic Engagement)

Lawrence Zhang, BA *Shanghai Int. Stud.*, MA  
*Northwestern Normal*, MA *Henan*, PhD  
PGDipELT *Nan.Tech.*

#### Associate Dean (Māori)

Tony Trinick, HDipTchg *PNTC*, MA DipMathsEd

#### Associate Dean (Pasifika)

Diane Mara, MNZM, BA(Hons) PhD *Well.*, DipTchg  
ACE, DipTESL *Well.*, BA MLitt

#### Associate Dean (Postgraduate)

Toni Bruce, BPhEd *Otago*, MSc PhD *Ill.*

#### Assistant Dean (Postgraduate)

Paul Heyward, DipTchg PGDipEd ACE, BA MEd

#### Associate Dean (Programmes)

Eleanor Hawe, MEd DipTchg *Waik.*, PhD

#### Associate Dean (Research Development)

Martin East, BA(Hons), MA *Lond.*, PGCE *W.Lond.*  
*IHE*, PhD

#### Associate Dean (Students)

Ruth Williams, AdvDipTchg DipTchg DipEHC ACE,  
MA EdD

#### Associate Dean (Tai Tokerau)

Brent Mawson, MA *Cant.*, PhD *Curtin*, PGDipTechEd  
*Massey*, DipTchg CCE, GradDipTchg(ECE)

### Faculty of Engineering

#### Dean

...

#### Associate Dean Postgraduate (Research)

Michael Neve, BE PhD, MIEEE MIET

#### Associate Dean Postgraduate (Taught)

Seosamh B. Costello, BE *NUI*, MSc PhD *Birm.*, CEng  
MIEI

#### Associate Dean (Research)

Enrico Hämmerle, Dipl.-Ing *FH Offenburg*, Dipl.-Ing  
*Bochum*, Dr.-Ing *Bremen*

#### Associate Dean (Teaching and Learning)

Gerard B. Rowe, ME PhD, MIEEE MIET MIPENZ

### Faculty of Law

#### Dean

Andrew Stockley, BA LLB *Well.*, BA(Hons) *Cant.*,  
PhD *Camb.*, MA DPhil *Oxf.*



**Deputy Dean**

Elsabe Schoeman, BLC *Pret.*, LLB LLD *S.Af.*

**Associate Dean (Academic)**

Rosemary Tobin, DipEd *Massey*, BA LLB(Hons)  
MJur PhD

**Associate Dean (Administration)**

Stephen F. Penk, MA PGDA *Otago*, BA LLB(Hons)  
LLM

**Associate Dean (International)**

David P. Grinlinton, BA *Massey*, LLM *W.Aust.*,  
LLB(Hons)

**Associate Dean (Māori)**

Khylee E. Quince, BA LLB(Hons) LLM

**Associate Dean (Postgraduate)**

Paul A. Myburgh, BA(Hons) BLC LLM *Pret.*

**Associate Dean (Research)**

Janet M. McLean, LLB(Hons) *Well.*, LLM *Michigan*

**Faculty of Medical and Health Sciences****Dean**

John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ

**Deputy Dean**

Ian R. Reid, BSc, MBChB MD, FRACP FRCP FRSNZ

**Tumuaki, Deputy Dean (Māori)**

M. J. Papaarangi Reid, DipComH *Otago*, BSc  
MBChB DipObst, FNZCPHM

**Associate Dean (Education)**

Mark Barrow, MSc EdD DipTchg

**Associate Dean (Equity)**

Nicolette Sheridan, DipOHP *Otago*, MPH PhD  
DipTchg, RN

**Associate Dean (Health Workforce)**

Des F. Gorman, PhD *Syd.*, BSc MBChB MD,  
FACOM FAFOM

**Associate Dean (Postgraduate)**

Ross McCormick, MBChB MSc PhD, FRNZCGP  
FACHAM

**Associate Dean (Research)**

Louise F. B. Nicholson, MSc PhD DipTchg

**Acting Assistant Dean, Waitemata**

Martin J. Connolly, MBBS MD *Newcastle(UK)*, FRCP  
FRACP

**Assistant Dean, South Auckland**

Andrew G. Hill, MBChB MD EdD, FRACS FACS

**Assistant Dean, Waikato**

Ross Lawrenson, MBBS MD *Lond.*, DipComH *Otago*,  
DRCOG(UK) DHMSA(UK), FAFPHM FFPH  
FRCGP

**Faculty of Science****Dean**

W. Grant Guilford, BPhil BVSc *Massey*, PhD *UC*  
*Davis*

**Deputy Dean**

Alan J. Lee, PhD *N.Carolina*, MA

**Associate Dean (Academic)**

Margaret Goldstone, MSc, DipBus, DipTchg *ACE*

**Associate Dean (Research)**

David L. Christie, MSc PhD

**Associate Dean (Postgraduate)**

Barry J. Brennan, BSc(Hons) PhD, MNZIP

**Associate Dean (International)**

William (Bill) D. Barton, MPhil *Massey*, MSc PhD  
DipTchg

**Associate Dean (Tāmaki)**

Winston D. J. Byblow, MSc PhD *S.Fraser*, BHK  
*Windsor*

**Associate Dean (Partnering and Strategic Projects)**

Roger Lins, BSc(Hons) PhD *Otago*, GradDipArts  
*Massey*, PGDipArts

**School of Graduate Studies****Dean**

Caroline Daley, BA(Hons) PhD *Well.*

**Deputy Dean**

✧Corinne A. Locke, BSc PhD *Liv.*, FGS

**Tāmaki Innovation Campus****Pro Vice-Chancellor Tāmaki Innovation Campus**

...

**Tāmaki Innovation Campus Manager**

Hayley Schnell, MA HDLS *Natal*

**Faculty of Engineering****Director, Centre for Advanced Composite Materials**

Debes Bhattacharyya, ME *Calc.*, PhD *Jad.*, FRSNZ,  
Dist.FIPENZ

**Faculty of Medical and Health Sciences****Head, School of Population Health**

...

**Faculty of Science****Associate Dean (Tāmaki)**

Winston D. J. Byblow, MSc PhD *S.Fraser*, BHK  
*Windsor*

**Honorary Graduates**

Sir Ian Barker	LLD	1999
José Manuel Barroso	LLD	2011
Alan Esmond Bollard	LLD	2007
Judge Michael John Albert Brown	LLD	1992
Elizabeth Palmer Caffin	LittD	2009
John Ridley Cameron	MProp	2004
Sir Ron Carter	DEng	2001
The Rt Hon. Helen Elizabeth Clark	LLD	2010
Sir Graeme Davies	DEng	2002
The Rt Hon. Dame Sian Elias	LLD	1999
Richard Henry Lindo Ferguson	LLD	1986
Hugh Fletcher	LLD	2012
David Fulton Fowlds	ME	1987
Maurice Gee	LittD	2004
Dame Jennifer B. Gibbs	LittD	2008
Owen G. Glenn	LLD	2012
Douglas Goodfellow	LLD	1999
David John Graham	LittD	2005
Andrew Gurr	LittD	2004
Osmond Bruce Hadden	LLD	2007

Patrick Dewes Hanan	LittD	2006
John Antony Hood	LLD	2004
Hone Papita Raukura Hotere	LittD	2005
Vaughan Frederick Randal Jones	DSc	1992
Dame Kiri Te Kanawa	MusD	1983
The Rt Hon. Sir Kenneth Keith	LLD	2001
Paul Knox Kelly	LLD	2006
Francis Neil Kirton	ME	2005
Lu Yongxiang	DEng	2006
Sir Donald McIntyre	MusD	1992
Janetta Mary McStay	MusD	1992
Sir Colin Maiden	LLD	1994
Dame Joan Metge	LittD	2001
Douglas Myers	LLD	2005
Warwick Burns Nicoll	MCom	2004
Sadako Ogata	LLD	1996
Dame Bridget Margaret Ogilvie	DSc	1998
Vincent O'Sullivan	LittD	2008
Merimeri Penfold	LittD	1999
Sir Anand Satyanand	LLD	2006
Walter Scheel	LLD	1978
Thomas W. Schnackenberg	DEng	2001
Elizabeth Smither	LittD	2004
Peter Nicholas Tarling	LittD	1996
Ngugi wa Thiong'o	LittD	2005
Harold M. Titter	D(UoA)	2001
Dame Catherine Tizard	LLD	1992
Sir Miles Warren	D(UoA)	2001
Takutai (Doc) Wikiriwhi	D(UoA)	1999
Lorna Alva Wilson	MA	1995
Professor Lord Robert Winston	DSc	2008
Dame Dorothy Gertrude Winstone	LLD	1983

## Honorary Fellows

Associate Judge David Abbott	2011
Edward Brian Allison	2012
John Gordon St Clair Buchanan	2008
William John Falconer	2011
Dame Jennifer Barbara Gibbs	1995
Gaewyn Elizabeth Griffiths	2001
Sir John Ingram	1997
Bridget Mary Liddell	2008
John Richard Delahunt Matthews	2006
Peter Francis Menzies	2005
Sir Tipene O'Regan	2011
Alison Paterson	2011
Brian Hall Picot	1998
Geoffrey T. Ricketts	2006
Michael John Sanders	2008

## The University of Auckland Distinguished Alumni Awards

Dr Judith Aitken	2006
Gretchen Albrecht	1999
Professor Charles Alcock	2012
Ian Athfield	1997
Dr Allan Badley	2003
The Hon. Justice David Baragwanath	2006
Judge Andrew Becroft	2010
Emeritus Professor Bruce Biggs	2001
Emeritus Professor Judith Binney	2007
The Rt. Hon. Sir Peter Blanchard	2011
Dr Alan Bollard	1998
Philippa Boyens	2006

Dr Greg Brick	2011
Dr Penelope Brook	1998
The Hon. Judge Mick Brown	2002
Dorothy Butler	2001
Niki Caro	2004
Sir Ron Carter	2008
Len Castle	2004
Emeritus Professor Carrick Chambers	2008
Richard Chandler	2009
Vincent Cheng	2002
Professor Philip [Pip] Cheshire	2003
Dr James Church	2008
Emeritus Professor Dame Marie Clay	2004
Professor Terry Collins	2007
Glenn Colquhoun	2005
Dame Lynley Dodd	2009
Tony Falkenstein	2011
The Rt. Hon. Dame Sian Elias	2001
Cyril Firth	1998
Jeanette Fitzsimons	2011
Hugh Fletcher	1996
Raoul Franklin	2004
Emeritus Professor Sidney [Ben] Gascoigne	2002
Maurice Gee	1998
Dr Hilton Glavish	2005
The Hon. Justice Susan Glazebrook	2005
The Hon. Justice Lowell Goddard	2008
The Rt. Hon. Sir Douglas Graham	2009
John Hagen	2003
Bruce Harland	2000
Dr Ruth Harley	2002
The Rt. Hon. Jonathan Hunt	2006
Michael Jones	1997
John La Roche	1999
Chris Liddell	2003
Elsie Locke	1996
The Hon. Tuilaepa Malielegaoi	2009
Marya Martin	2005
Don McGlashan	2012
Ian McKinnon	2005
Dr Sidney Mead	1999
Rosemary Nalden	2003
Rosslyn Noonan	2002
Dr Claudia Orange	1997
Dr Maris O'Rourke	2007
Michael Parmenter	2010
The Rt. Rev. John Paterson	2004
Brian Peace	2001
Dr Jennifer Plane Te Paa	2010
The Hon. Justice Judith Potter	1997
The Hon. Mike Rann	2011
Trevor Richards	1996
Dr Mark Sagar	2012
Mary Schnackenberg	1996
Thomas [Tom] Schnackenberg	2003
Marie Shroff	2004
Emeritus Professor Richard Sibson	2010
George E. Smith	2000
Alan Smythe	1999
Dame Cheryl Sotheran	1999
Emeritus Professor CK Stead	2008
Sir Laurence Stevens	2001
Lynette Stewart	2008
Dr Andrew Thomson	2006
Dr Nguyen van Thanh	2010
Emeritus Professor Ranginui Walker	2012
Dr James Watson	2001

Dr Peter Watson	2007
Ian Wedde	2007
Mark Weldon	2006
Sir Wilson Whineray	1997
Dame Robin White	2012
Professor Ngaire Woods	2009
Richard Yan	1996
Arthur Young	2002

#### Young Alumnus/Young Alumna of the Year

Dr Privahini Bradoo	2012
John Chen	2008
Mahé Drysdale	2007
Toa Fraser	2009
Dr Claire French	2011
Dr Jessie Jacobsen	2010
Dr David Skilling	2006

### Professores Emeriti

Peter Bartlett, BArch NZ, PhD, RIBA, FNZIA, FRSA (Architecture) (*Retired 1993*)

Robert Beaglehole, MBChB MD Otago, MSc Lond., DSc Otago, FRSNZ, FRACP, FAFPHM, MRCP (School of Population Health) (*Retired 2007*)

A. Richard Bellamy, CNZM, BSc NZ, MSc PhD, FRSNZ (Science) (*Retired 2008*)

Peter L. Bergquist, MSc PhD NZ, DSc, FRSNZ (Biological Sciences) (*Retired 1994*)

Philippa M. Black, BSc MA NZ, MSc, PhD, FMSAm, FRSNZ (Geology) (*Retired 2007*)

Conrad Blyth, MA NZ, PhD Camb. (Economics) (*Retired 1995*)

Ruth Bonita, ONZM, BA DipEd NSW, MPH N.Carolina, PhD (Medicine) (*Retired 2004*)

Graham A. Bowmaker, BSc PhD Syd., FRSNZ, FNZIC, FRACI, CChem, FRSC (Chemistry) (*Retired 2009*)

R. G. Bowman, BA Pomona, MS San Diego State, PhD Stan., CPA Calif., (Accounting and Finance) (*Retired 2008*)

John C. Butcher, MSc NZ, PhD DSc Syd., FRSNZ, CMATH, FIMA (Mathematics) (*Retired 1999*)

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*)

Allan John Lewis Catt, MCom NZ (Economics) (*Retired 1990*)

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*)

Brian Coote, CBE, LL.M NZ, PhD Camb., FNZAH FRSNZ (Law) (*Retired 1994*)

Michael C. Corballis, ONZM, BA MSc NZ, PhD McG., Hon LLD Wat., MA, FAAAAS FAPA FAPS FNZPsS FRSNZ (Psychology) (*Retired 2008*)

Gregor Coster, CNZM, MBChB Otago, MSc PhD Well., FRNZCGP (General Practice and Primary Healthcare) (*Retired 2011*)

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*)

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*)

Robert W. Doran, BSc Cant., MSc Stan., FNZCS (Computer Science) (*Retired 1998*)

John Charles Dower, AB MD Johns Hopkins, FRACP (Paediatrics) (*Retired 1987*)

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*)

P. J. Evans, BA LLB(Hons) Otago, PhD Camb., LL.M (Law) (*Retired 2005*)

W. George Ferguson, BSc BE NZ, PhD, CEng, CPEng, CSci, FIPENZ FIEAust FIMMM (Chemical and Materials Engineering) (*Retired 2012*)

John B. Gavin, BDS NZ, PhD DDS DSc HonDSc Otago, FRCPath, FRCPA, FFOP (Pathology) (*Retired 2001*)

Peter David Hensman Godfrey, CBE, MA MusB Camb., HonFRSCM, FRCO, ARCM (Music) (*Retired 1983*)

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*)

Barry S. Gustafson, ONZM, MA NZ, DipEd Massey, DipSovStud Glas., PhD (Political Studies) (*Retired 2004*)

David Hall, MSc PhD NZ, DSc, FNZIC, FRSNZ (Chemistry) (*Retired 1984*)

Stuart W. Heap, MBBS Lond., FRACR, FRCR (Anatomy with Radiology) (*Retired 2001*)

Brian Dutton Henshall, BSc PhD DSc Brist., CEng, FRAeS, FNZIM (Management Studies) (*Retired 1987*)

Graham L. Hill, ONZM, MBChM Otago, MD Leeds, FRACS, FRCS, FACS (Surgery) (*Retired 2000*)

George William Hinde, LL.M NZ, LL.D (Law) (*Retired 1987*)

Stephanie J. Hollis, BA Adel., PhD ANU (English) (*Retired 2009*)

Anthony B. Hooper, MA NZ, PhD Harv. (Anthropology) (*Retired 1992*)

Roger Horrocks, MNZM, BA NZ, MA, PhD (Film, Television and Media Studies) (*Retired 2004*)

Henry Kaye Ibbertson, MBChB NZ, FRCP, FRACP (Medicine) (*Retired 1991*)

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*)



- Alick Charles Kibblewhite, CNZM, MSc NZ, DIC PhD *Lond.*, FInstP *Lond.*, FNZIP, FASA, CPhys (Physics) (*Retired 1989*)
- Alan Kirkness, BA NZ, DPhil *Oxf.*, MA (Applied Language Studies and Linguistics) (*Retired 2004*)
- 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, MICE, FIEAust (Civil and Resource Engineering) (*Retired 2001*)
- Alastair MacCormick, MA PhD *Yale*, BSc MCom (Business and Economics) (*Retired 2002*)
- Colin D. Mantell, BMedSc MBChB *Otago*, PhD, DipObst, FRANZCOG, FRCOG (Maori and Pacific Health) (*Retired 2005*)
- John Marbrook, MSc PhD (Molecular Medicine) (*Retired 1996*)
- Arthur Harold Marshall, BArch BSc NZ, PhD *Stanton.*, FNZIA, FRAIA, FASA (Architecture) (*Retired 1996*)
- James D. Marshall, BA PhD *Brist.* (School of Education) (*Retired 2003*)
- Raymond Francis Meyer, BE NZ, PhD *Manc.*, FCASI, MAIAA, FIPENZ, FRAeS (Mechanical Engineering) (*Retired 1996*)
- Warren Moran, MA NZ, PhD, FRSNZ (Geography and Environmental Science) (*Retired 2003*)
- M. A. F. Neill, MA *Otago*, PhD *Camb.*, FNZAH FRSNZ (English) (*Retired 2007*)
- John Derek Kingsley North, CBE, MBChB NZ, DPhil *Oxf.*, FRCP, FRACP (Medicine) (*Retired 1991*)
- Charmian J. O'Connor, CBE, JP, MSc NZ, PhD, DSc, FRSNZ, CChem FRSC, FNZIC (Chemistry) (*Retired 2004*)
- David Murray Paton, MBChB *Cape Town*, MD DSc *Witw.*, FRCPCan, FRACP, CBiol, FIBiol (Pharmacology) (*Retired 1988*)
- Boris Pavlov, PhD DSc *Leningrad*, FRSNZ (Computer Science) (*Retired 2007*)
- 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*)
- Arved Jaan Raudkivi, DiplIng (Civil) *Tallinn & T.H. Braunschweig*, DRIngEh *Braunschweig*, PhD, CEng, FICE, FIPENZ (Civil Engineering) (*Retired 1986*)
- Ivan L. Reilly, ONZM, BA MSc DSc *Well.*, AM PhD *Ill.*, CMath, FIMA (Mathematics) (*Retired 2008*)
- D. E. Richmond, MBChB NZ, MD *Otago*, MHPed NSW, DipABIM, DipABNeph, FRCP, FRACP (Medicine) (*Retired 1998*)
- Robert B. Riddell, MA *Camb.*, PhD *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*)
- Jolyon D. Saunders, DipFA NZ, DipIndDes, NDD, FDINZ (Fine Arts) (*Retired 1997*)
- Alastair J. Scott, MSc NZ, PhD *Chic.*, FRSNZ (Statistics) (*Retired 2005*)
- Sir John Scott, KBE, BMedSc MBChB NZ, MD *Birm.*, FRSNZ, FRCP, FRACP (Medicine) (*Retired 1996*)
- George A. F. Seber, MSc NZ, PhD *Manc.* (Statistics) (*Retired 1999*)
- K. Krister Segerberg, BA *Col.*, Fil Dok *Uppsala*, PhD *Stan.* (Philosophy) (*Retired 1992*)
- R. Andrew Sharp, ONZM, BA NZ, MA *Cant.*, PhD *Camb.* (Political Studies) (*Retired 2006*)
- D. Norman Sharpe, ONZM, MBChB MD *Otago*, DipABIM, DipABCVDIs, FRSNZ FRACP FACC (Medicine) (*Retired 2002*)
- Ian J. Simpson, MBChB *Otago*, MD, FRACP (Medicine) (*Retired 2008*)
- John Desmond Sinclair, MD, BMedSc, FRACP (Physiology) (*Retired 1993*)
- D. I. B. Smith, MA NZ, DPhil *Oxf.* (English) (*Retired 2000*)
- M. P. K. Sorrenson, MA NZ, DPhil *Oxf.* (History) (*Retired 1996*)
- Christian Karlson Stead, ONZ, CBE, MA NZ, PhD, HonLittD *Brist.*, LittD, FRSL (English) (*Retired 1986*)
- Russell Cyril James Stone, ONZM, MA NZ, PhD (History) (*Retired 1989*)
- James Bruce Tabb, BCom NZ, PhD *Sheff.*, MCom, FCA (Accounting and Finance) (*Retired 1990*)
- Peter Nicholas Tarling, MNZM MA PhD LittD *Camb.*, HonLittD, FRAS, FRHistS (History) (*Retired 1996*)
- David R. Thomas, MA *Well.*, PhD *Qld*, FNZPsS, (Social and Community Health) (*Retired 2008*)
- Gillian M. Turner, MBBS *Lond.*, FRCOG, FRNZCOG (Obstetrics and Gynaecology) (*Retired 1999*)
- R. J. I. Walker, MA PhD (Maori Studies) (*Retired 1998*)
- Thomas Neil Morris Waters, MSc PhD NZ, DSc, FNZIC, FANZAAS (Chemistry) (*Retired 1983*)
- Philip Richard Hylton Webb, MA LLB *Camb.*, LLD (Law) (*Retired 1987*)
- Barry J. Welch, MSc NZ, PhD, DSc, FRSNZ, FICHEM, FRACI, FNZIC, MNorskATS, MAIME, CEng, CChem (Chemical and Materials Engineering) (*Retired 1998*)
- Albert Wendt, CNZOM, MA *Well.*, Hon.Doct *Bourgogne* (English) (*Retired 2006*)
- John Scott Werry, CNZM, BMedSc MBChB NZ MD *Otago*, DipPsych *McG.*, FRCPCan, FRANZCP (Psychiatry and Behavioural Science) (*Retired 1991*)
- Allan A. Wild, BArch NZ, RIBA, Life Member NZIA, FRSA (Architecture) (*Retired 1993*)
- Jack Lionel Woodward, BE NZ, MAsC *Tor.*, CEng, FIEE, FIEAust, FIPENZ (Electrical and Electronic Engineering) (*Retired 1991*)
- Euan C. Young, MSc NZ, DIC PhD *Lond.* (Biological Sciences) (*Retired 1995*)



## UNIVERSITY STAFF

*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 of Arts

#### Dean

Robert Greenberg, BA *Sarah Lawrence*, MA PhD *Yale*

#### Deputy Dean

Raymond K. Miller, BA *McM.*, MA PhD *DipEd*

#### Associate Dean (Academic)

Alex Calder, MA PhD

#### Associate Dean (Research)

Thegn N. Ladefoged, BA *UCSB*, MA PhD *Hawaii*

#### Associate Dean (Students)

Deborah Montgomerie, PhD *Duke*, MA

#### Associate Dean (Postgraduate)

Frederick W. Kroon, MA PhD *Prin.*, MA

#### Associate Dean (Equity)

Margaret Henley, MA *DipBrC DipTchg*

#### Associate Dean (International)

Bernadette Luciano, MA *Stan.*, PhD *Col.*

#### Assistant Dean (Postgraduate)

Christine Dureau, MA *Monash*, PhD *Macq.*

#### Assistant Dean (Students)

Bruce M. Z. Cohen, BSc(Hons) *Tees.*, MSc *Hudd.*, PhD *Brad.*

#### Faculty Registrar

Jarrold Shearer, BA(Hons) *DipGrad Otago*

#### Faculty Executive Manager/Executive Assistant to Dean

Glenis Heinemann

### RESEARCH UNITS, CENTRES AND INSTITUTES

#### The Europe Institute

##### Director

David Mayes, MA *Oxf.*, PhD *Brist.*

#### Centre for Medieval and Early European Studies (MEDEMS)

##### Director

T. M. Adams, BA *Minn.*, MA *Texas*, PhD *Johns Hopkins*

##### Coordinator

Lindsay Diggelmann, MA PhD

##### Honorary Research Fellow

Michael J. Wright, MA *Oxf.*, PhD *NE*

#### Centre of Methods and Policy Application in the Social Sciences (COMPASS)

##### Director

Peter B. Davis, BA *S'ton*, MSc *Lond.*, PhD

#### New Zealand Centre for Latin American Studies

##### Director

Walescka Pino-Ojeda, MA PhD *Wash. (Seattle)*

#### Ngā Pae o te Māramatanga (The National Institute of Research Excellence for Māori Development and Advancement)

##### Director

Charles Royal, BMus(Hons) *Well.*, MPhil *Massey*, PhD *Well.*

#### Pacific French Research Unit

##### Director

Raylene Ramsay, MA *Otago*, DU *Poitiers*, *DipLing Camb.*, FNZAH FRSNZ

#### Research Centre for Germanic Connections with New Zealand and the Pacific

##### Director

James J. D. N. Bade, MA *Well.*, DrPhil *Zürich*

### ANTHROPOLOGY

#### Head of Department

Simon Holdaway, MA *Otago*, PhD *Penn.*

#### Departmental Coordinator

Suzanne L. Powell, BA(Hons) *Derby*

#### Professors of Archaeology

1999 Simon Holdaway, MA *Otago*, PhD *Penn.*

1993 Thegn N. Ladefoged, BA *UCSB*, MA PhD *Hawaii*

1991 Peter J. Sheppard, BA *Wat.*, MA PhD *Tor.*

#### Professor of Social Anthropology

2003 Cris Shore, BA(Hons) *Oxf.Brookes*, PhD *Sus.*

#### Professor of Women's Studies

1993 Maureen A. Molloy, BEd MA *Br.Col.*, PhD

#### Associate Professor in Archaeology

1996 Melinda S. Allen, BA *Ariz.*, MA *Hawaii*, PhD *Wash.*

#### Associate Professor in Biological Anthropology

1998 Judith H. Littleton, BA(Hons) *Syd.*, MA PhD *ANU*

#### Associate Professor in Ethnomusicology

1993 Gregory D. Booth, BMusEd *Temple*, MMus PhD *Kent State*

#### Associate Professor in Social Anthropology

1993 Juliet K. Park, MA PhD *Otago*

#### Senior Lecturer in Biological Anthropology

2000 Bruce Floyd, MA *San Francisco State*, PhD *Oregon*

#### Senior Lecturer in Ethnomusicology

2000 Kirsten Zemke, MA PhD

#### Senior Lecturers in Social Anthropology

2002 Mark Busse, MA *Chic.*, PhD *Calif.*

1995 Christine Dureau, MA *Monash*, PhD *Macq.*

2003 Susanna Trnka, BA *Berk.*, PhD *Prin.*

#### Senior Lecturer in Anthropology and Women's Studies

1998 Phyllis Herda, BA *Ariz.*, PhD *ANU*, MA

**Lecturer in Archaeology**2012 Ethan Cochrane, MA PhD *Hawaii***Lecturers in Biological Anthropology**2010 Nicholas Malone, BA *Colorado*, PhD *Oregon*2011 Siobhan M. Mattison, BA(Hons) *Cornell*, MA PhD *Wash.***Lecturer in Ethnomusicology**2011 Sun Hee Koo, MA *NYU*, PhD *Hawaii***Senior Research Fellow Conservation**

1986 Dilys A. Johns, MA, ICCROM, CCI, NZCCM

**Research Fellows**2007 Matthew Campbell, MA *Otago*, PhD *Syd.*

2002 Louise Furey, MA DSc

2002 Claudia Gross, MA *Berlin*, PhD *Manc.*2000 Joan Metge, MA *NZ*, PhD *Lond.*2009 Mere Roberts, ONZM, BSc *Cant.*, MSc PhD2004 Judith H. Robins, MSc *Dal.*2011 Douglas Sutton, MA PhD *Otago***Postdoctoral Fellow in Social Anthropology**2011 Marama Muru-Lanning, DipTchg *Waik.*, MA PhD**Honorary Professorial Research Fellow**Judith W. Huntsman, MA *Brown*, PhD *Bryn Mawr***APPLIED LANGUAGE STUDIES AND LINGUISTICS****Head of Department**Yan Huang, MA *Nanking*, PhD *Camb.*, DPhil *Oxf.***Departmental Coordinator**

Yvonne Hannah, MA

**University Distinguished Professor of Applied Language Studies**1998 Rod Ellis, MA *Leeds*, MEd *Brist.*, PhD *Lond.***Associate Professors in Applied Language Studies**2001 Gary Barkhuizen, BA(Hons) HDE *Rhodes*, MA *Essex*, EdD *Col.*◆2004 Michael Barlow, BSc *Liv.*, MSc *Salf.*, PhD *Stan.*2005 John Read, MA DipTESL *Well.*, PhD *New Mexico***Senior Lecturers in Applied Language Studies**1998 Helen Basturkmen, BA *Lond.*, MSc *METU*, Dip Tefla PhD *Aston*2003 Rob Batstone, MA *Oxf.*, PhD *Lond.*, DipTEO, PGCE *Manc.*

2004 Rosemary Erlam, MA PhD DipTchg

2004 Tan Bee Tin, MA *Lond.*, PhD *Chichester*2000 Rosemary Wette, DipTchg DipSLT *Massey*, MA PhD**Lecturer in Applied Language Studies**2011 Shaofeng Li, MA *Hebei Teachers*, PhD *Michigan State***Professional Teaching Fellow**

2007 Keith Montgomery, MA PhD

**Senior Tutors in Applied Language Studies**2007 Neil Matheson, MAT *SIT*, BA2007 Lizzy Roe, MSc *Edin.*2001 John Tomlins, BA *SW England*, MEd *Manc.*1999 Martin White, MEDTESOL *Temple*, PGDipTESOL *Sheff.Hallam***Tutor in Applied Language Studies**

◆2007 Jan Steiner, MA MProf Studs

**Professors of Linguistics**2008 Yan Huang, MA *Nanking*, PhD *Camb.*, DPhil *Oxf.*2010 Miriam Meyerhoff, MA *Well.*, PhD *Penn.*, DipTESL *Well.***Associate Professor in Linguistics**1980 Frank Lichtenberk, MA *Tor.*, PhD *Hawaii***Senior Lecturers in Linguistics**1973 D. Ross Clark, BA *Br.Col.*, PhD *Calif.*1991 Fay Wouk, MA *Mich.*, PhD CPhil *UCLA***Lecturer in Linguistics**2010 Jason Brown, MA *Calif. State (Fresno)*, PhD *Br.Col.***Senior Tutor in Linguistics**1997 A. Helen Charters, MA DipLing *ANU*, PhD**Honorary Research Fellows**Catherine Elder, MA PhD *Melb.*

James Feist, MA PhD

Liliya Gorelova, MA *Novosibirsk*, PhD *Moscow Inst.*Bronwen Innes, MA *Well.*, PhDMarilyn Lewis, Lic.es Lettres *Besançon*, MA *Melb.*, DipTchg**ART HISTORY****Head of Department**

Caroline Vercoe, MA PhD

**Departmental Coordinator**

Sonya Tuimaseve-Fa'asalafa

**Professor**1998 Elizabeth A. Rankin, BA(Hons) PhD HDipLib *Witw.***Associate Professors**1973 Leonard B. Bell, DipArtHist *Edin.*, BA PhD1974 Iain B. Buchanan, BA *Manc.*, MA *Essex***Senior Lecturers**2002 Erin Griffey, MA PhD *Courtauld Inst.*

1997 Caroline Vercoe, MA PhD

1977 Robin L. Woodward, PhD *Edin.*, DipTchg *ATC*, MA**Lecturers**

1997 Ngarino Ellis, LLB MA PhD

2010 Gregory Minissale, MSc *City(UK)*, MA PhD *Lond.*

◆2011 Ian Wedde, MA

**Honorary Research Fellows**Donald J. D. Bassett, PhD *Edin.*, MA, DipNZLS

Francis Pound, MFA PhD

Alan Wright, MA *Edin.***ASIAN STUDIES, School of****Head of School**Hilary Chung, MA *Camb.*, MA PhD *Durh.***Departmental Coordinator**Anna Ma, GDip *Auck.UT*, BA**Professors of Chinese**1993 Paul Clark, AM PhD *Harv.*, MA1984 Manying Ip, ONZM, BA *HK*, MA PhD, FNZAH FRSNZ**Professor of Japanese**2013 Mark Mullins, BA *Alabama*, MCS *Regent*, PhD *McM.*

**Senior Lecturers**

- 1999 Hilary Chung, MA *Camb.*, MA PhD *Durh.*  
 1987 Wayne P. Lawrence, MA *Tokyo Foreign*, PhD *Tsukuba*  
 2005 Lawrence Marceau, AB *Colgate*, MA *Kyoto*, PhD *Harv.*  
 2001 Harumi Minagawa, BA *Tsuda*, MA PhD *ANU*  
 ♦2002 Ellen Nakamura, BA(Hons) *ANU*, MEd *Tokyo Gakugei U.*, PhD *ANU*  
 1998 Rumi Sakamoto, MA PhD *Essex*  
 2004 Robert Sanders, MA *Hawaii*, PhD *UC Berk.*  
 2002 Changzoo Song, BA *Kookmin*, MA *Hankuk UFS*, PhD *Hawaii*  
 1989 Inshil Choe Yoon, MA *Seoul National*, PhD

**Professional Teaching Fellow**

- ♦1988 Nora Yao Xu, BA *Shanghai*, MA

**Senior Tutors**

- 1992 Chako Amano, BA *Waseda*  
 ♦1998 Reiko Kondo, BEd *Shinshu*, MA  
 ♦2003 Margaret Lee, BCA *Well.*, MA

**Tutor**

- ♦2009 Lisa Shi, MA *Liaoning*, MA

**CLASSICS AND ANCIENT HISTORY****Head of Department**

Matthew Trundle, MA PhD *McM.*

**Departmental Coordinator**

Josanne Blyth

**Professors**

- 1981 A. J. Spalinger, BA *CUNY*, MPhil PhD *Yale*  
 2012 Matthew Trundle, MA PhD *McM.*

**Associate Professor**

- 2001 E. A. Mackay, MA *Cant.*, PhD *Well.*

**Senior Lecturers**

- ♦2004 Lisa Bailey, PhD *Prin.*, MA  
 1990 D. J. Blyth, BA *Otago*, PhD *Northwestern*, MA  
 1987 Marcus J. Wilson, BA LLB *Tas.*, MA *Tor.*, PhD *Monash*

**Lecturers**

- 2008 Jeremy Armstrong, BA *New Mexico*, MLitt PhD *St And.*  
 2003 J. Hellum, MA PhD *Tor.*  
 2012 Maxine Lewis, BA(Hons) *Newcastle(NSW)*, PhD *Syd.*

**DEVELOPMENT STUDIES, Centre for****Director**

Yvonne J. Underhill-Sem, MA *Hawaii*, PhD *Waik.*

**Departmental Coordinator**

Cornelia Bluefeld, BSc(Hons) *Oldenburg*,  
 GradDipTranslationStud

**Senior Lecturer**

- 2004 Yvonne J. Underhill-Sem, MA *Hawaii*, PhD *Waik.*

**Lecturer**

- 2009 Anke Schwittay, MA *York(Can.)*, PhD *UC Berk.*

**Senior Research Fellow**

- ♦1972 Kenneth E. Jackson, BA(Hons) PhD *Kent*

**Honorary Research Fellows**

Ershad Ali, MSc *Dhaka*, MSc *Melb.*, PhD *Massey*  
 Paul Braund, BA(Hons) *Birm.*, MA *RCA*

- Catherine Conn, BSc(Hons) *Bath*, MCommH *Liv.*,  
 PhD *Leeds*, DipBA *Henley*  
 Tazul Islam, BA(Hons) MA *Dhaka*, PhD  
 Rebecca Miller, BA(Hons) *Tor.*, MEd *Qu.*, PhD  
 Piyadasa Ratnayake, MSc *Tokyo*, PhD *Ryukoku Univ.*, *Kyoto*  
 Carmel Williams, MA PhD

**ENGLISH****Head of Department**

Joanne C. Wilkes, BA(Hons) *Syd.*, DPhil *Oxf.*

**Departmental Coordinator**

Laureen Boucher, MA *Witw.*

**University Distinguished Professor**

- 1980 Brian D. Boyd, MA *Cant.*, PhD *Tor.*, FNZAH  
 FRSNZ

**Professors**

- 2006 Tom Bishop, BA(Hons) *Melb.*, PhD *Yale*  
 ♦1991 Michele Leggott, MNZM, MA *Cant.*, PhD *Br. Col.*

**Associate Professors**

- 1988 Alex Calder, MA PhD  
 1991 Murray Edmond, BA PhD  
 2006 Lisa Samuels, BA *N.Carolina*, MA PhD *Virginia*  
 1987 Joanne C. Wilkes, BA(Hons) *Syd.*, DPhil *Oxf.*

**Senior Lecturers**

- 2006 Mark Amsler, BA *Johns Hopkins*, PhD *Ohio State*  
 2005 Jan Cronin, BA(Hons) *Trinity(Dub.)*, PhD *Leeds*  
 ♦1994 Rose Lovell-Smith, BPhil *Oxf.*, MA *Penn.*,  
*Cant.*, PhD *Well.*  
 1991 Claudia Marquis, BA *C'dia.*, MA *McM.*, PhD  
 1977 Roger Nicholson, MA *Well.*  
 1994 Eluned Summers-Bremner, BA *Waik.*, MA *Otago*, PhD *Cant.*  
 1991 Sophie E. Tomlinson, BA(Hons) *Well.*, PhD *Camb.*  
 2003 Stephen Turner, PhD *Cornell*, MA  
 2005 Selina Tusitala Marsh, MA PhD  
 1991 Elizabeth Wilson, MA

**Lecturers**

- 2010 Rina Kim, MA *UCD*, PhD *Warw.*  
 2011 Emily Perkins, DipPerformingArts *NZ Drama Sch.*, *MCW*

**Senior Tutors**

- 2007 Nina Nola, MA PhD  
 1993 Stephanie Wyatt, MA DipTchg

**Honorary Research Fellows**

Margaret Edgcumbe, MA  
 Riemke Ensing, MA  
 Kenneth Larsen, PhL *Rome*, MA PhD *Camb.*  
 Aorewa McLeod, BA BPhil *Oxf.*, MA *Well.*  
 Peter Simpson, MA *Cant.*, PhD *Tor.*  
 Michael J. Wright, MA *Oxf.*, PhD *NE*

**EUROPEAN LANGUAGES AND LITERATURES, School of****Head of School**

Christine R. Arkinstall, MA *Oviedo*, BA PhD

**Departmental Coordinator**

Sabine Hillebrandt, GradDip *Auck.UT*

**Comparative Literature****Lecturer and Coordinator**

2011 Ruth Diver, BA(Hons) *Oberlin*, MA PhD *Paris VIII, Auck.*

**European Studies****Professor in European Studies**

2012 Jean-Jacques Courtine, MA *Grenoble III*, PhD *Paris X-Nanterre*

**French****Head of Department**

T. M. Adams, BA *Minn.*, MA *Texas*, PhD *Johns Hopkins*

**Professors**

2013 Simon Kitson, BA(Hons) *Ulster*, DPhil *Sus.*  
1994 Raylene Ramsay, MA *Otago*, DU *Poitiers*,  
DipLing *Camb.*, FNZAH FRSNZ

**Associate Professor**

2001 T. M. Adams, BA *Minn.*, MA *Texas*, PhD *Johns Hopkins*

**Senior Lecturers**

2005 Trudy Agar, MA *Waik.*, PhD/DNR *Auck./Paris*  
2004 Kevin Mendousse, DEUG LCE MSE DEA DNR  
*Sorbonne*  
2002 D. Walker, DU *Paris VIII*, MA PhD

**Tutor in French**

2012 Viviane Lopes, MA *Denis Diderot Paris VII*

**Lectrices/Lecteurs**

Elsa Lorphelin, Licence *Sorbonne*  
Bérengère Oriol, Licence *Lyon III*

**German and Slavonic Studies****Head of Department**

Stephan Resch, MA PhD

**Professor**

1976 James J. D. N. Bade, MA *Well.*, DrPhil *Zürich*

**Associate Professor of German**

1978 Friedrich Voit, DrPhil *Saarbrücken*, DrPhil  
habil *Siegen*

**Senior Lecturer in Russian and European Studies**

1997 Mark S. Swift, BA *Iowa*, MA PhD *Bryn Mawr*

**Senior Lecturer in German**

2005 Stephan Resch, MA PhD

**DAAD Lecturer in German**

2009 Yannick Müllender, MA *Liege*, DrPhil *FU Berlin*

**Honorary Research Fellows**

James Braund, MA PhD  
Hannah Brodsky-Pevzner, DipPhil *Latvian State*  
Ian K. Lilly, MA *Cant.*, *Monash*, PhD *Wash.*

**Italian****Heads of Department**

Daniela Cavallaro, Laurea *Rome*, DipFilHis  
*Salamanca*, MA *Ohio*, PhD *Northwestern*  
Franco C. A. Manai, Laurea *Pisa*, PhD *Brown*

**Associate Professor**

1994 Bernadette Luciano, MA *Stan.*, PhD *Col.*

**Senior Lecturers**

1997 Daniela Cavallaro, Laurea *Rome*, DipFilHis  
*Salamanca*, MA *Ohio*, PhD *Northwestern*  
1993 Franco C. A. Manai, Laurea *Pisa*, PhD *Brown*

**Senior Tutor**

1993 Gabriella Brussino, MA

**Latin American Studies Programme****Programme Coordinator**

Walescka Pino-Ojeda, MA PhD *Wash. (Seattle)*

**Spanish****Head of Department**

José Colmeiro, MA *SUNY*, PhD *UC Berk.*

**Prince of Asturias Professor**

2010 José Colmeiro, MA *SUNY*, PhD *UC Berk.*

**Professor**

1987 Christine R. Arkininstall, MA *Oviedo*, BA PhD

**Associate Professor**

1997 Roberto J. Gonzalez-Casanovas, MA MTS PhD  
*Harv.*

**Senior Lecturers**

1994 Kathryn Lehman, BA *Ill.*, PhD *Pitt.*  
2009 Carlos Eduardo Piñeros, MA PhD *Ohio State*  
1996 Walescka Pino-Ojeda, MA PhD *Wash. (Seattle)*  
1994 Wendy-Llyn Zaza, MA PhD

**Tutor in Spanish and European Studies**

❖2011 Gwyn Fox, MA PhD

**Translation Studies****Director**

Frank Austermühl, MA DrPhil *Heidelberg*

**Associate Professor**

2005 Frank Austermühl, MA DrPhil *Heidelberg*

**Lecturers**

2007 Vanessa Enríquez Raido, MA *Madrid*, PhD  
*Barcelona*  
2010 Szu Wen Kung, PhD *Newcastle(UK)*,  
MProfStuds

**FILM, TELEVISION, AND MEDIA STUDIES****Head of Department**

Laurence Simmons, MA PhD *Well.*

**Departmental Coordinator**

Adam White, BA(Hons) DipMgmt *Lond.*

**Professors**

1993 Annie Goldson, ONZM, BSc *Otago*, MA *NYU*,  
DipJ *Cant.*, PhD  
2012 Katherine Sender, BA(Hons) *Sus.*, MA PhD  
*Mass. (Amherst)*

**Associate Professors**

1992 Laurence Simmons, MA PhD *Well.*

**Senior Lecturers**

❖2008 Sue Abel, DipTchg *ACE*, MA PhD  
2012 Neal Curtis, BA(Hons) *E.Lond.*, MA *Nott.*, PhD  
*Nott. Trent*  
❖2012 Brendan Donovan, BA BCom *Otago*  
2001 Luke Goode, BA(Hons) PhD *Nott. Trent*  
2001 Misha Kavka, BA *Prin.*, MA *Sus.*, PhD *Cornell*  
1998 Shuchi Kothari, MA *Pune*, PhD *Texas*  
2013 Jake Mahaffy, BFA *RISD*, MFA *SAIC*



- 2001 Sarina Pearson, BA *Calif.*, MAVA *S.Calif.*, PhD  
 2003 Xuelin Zhou, MA *Guangzhou*, MA *Warwick*, PhD  
 1997 Nabeel Zuberi, BA *Nott.*, MA *Mich.*, PhD *Texas*

**Lecturers**

- 2010 Allan Cameron, BA(Hons) MA *Otago*, PhD *Melb.*  
 2012 Valentina Cardo, BSc(Hons) MA *Oxf.Brookes*, PhD *E.Anglia*

**Senior Tutors**

- 2001 Brenda Allen, BA(Hons) PhD *Cant.*  
 1995 Margaret Henley, MA DipBrC DipTchg

**HISTORY****Head of Department**

Jonathan Scott, BA(Hons) *Well.*, PhD *Camb.*

**Departmental Coordinator**

Rosalind Henshaw, BA PGDipBus

**Keith Sinclair Chair in History**

1982 Barry Reay, BA(Hons) *Adel.*, DPhil *Oxf.*

**Professors**

- 1988 Linda Bryder, DPhil *Oxf.*, MA  
 2009 Jonathan Scott, BA(Hons) *Well.*, PhD *Camb.*

**Associate Professors**

- 1992 Malcolm Campbell, BA(Hons) PhD *NSW*  
 1993 Caroline Daley, BA(Hons) PhD *Well.*  
 2003 Jennifer Frost, BA *Calif.*, MA *Davis*, PhD *Wisconsin-Madison*

**Senior Lecturers**

- 2003 Maartje M. Abbenhuis-Ash, BA(Hons) PhD *Cant.*  
 ♦2004 Lisa Bailey, PhD *Prin.*, MA  
 ♦2007 Lindsay Diggelmann, MA PhD  
 2006 Aroha Harris, MPhil *Massey*, PhD  
 1994 Deborah Montgomerie, PhD *Duke*, MA  
 ♦2002 Ellen Nakamura, BA(Hons) *ANU*, MEd *Tokyo Gakugei U.*, PhD *ANU*  
 1997 Kim Phillips, BA(Hons) *Melb.*, DPhil *York(UK)*  
 1999 Paul Taillon, BA *Northwestern*, PhD *Wis.*  
 1999 Joseph Zizek, BSc BA *Alta.*, MA CPhil PhD *Berk.*

**Lecturer**

2008 Felicity Barnes, BA PhD DipMgt

**MĀORI STUDIES****Head of Department**

Margaret S. Mutu, BSc, MPhil, PhD

**Departmental Coordinator**

Rangimarie Rāwiri

**University Distinguished Professor**

1973 Anne Salmond, DBE, CBE, PhD *Penn.*, MA, FRSNZ FNZAH FBA

**Professor**

1988 Margaret S. Mutu, BSc, MPhil, PhD

**Associate Professor**

2002 Ann Sullivan, MSocSc DPhil *Waik.*

**Senior Lecturers**

- ♦2008 Sue Abel, DipTchg *ACE*, MA PhD  
 2007 Arapera Ngaha, MA PhD  
 2003 Hone Sadler, MMM *Te Wananga-o-Raukawa*

**Senior Tutors**

♦1999 Dante Bonica

♦2009 Kaa Williams, QSO, MEd

**PACIFIC STUDIES, Centre for****Director**

Walter Fraser, BA *S.Pac.*, DipCom

**Centre Coordinator**

Viola Laban

**Associate Professor**

2012 Damon Salesa, DPhil *Oxf.*, MA

**Senior Lecturers, Pacific Studies**

- 2000 Melani Anae, QSO, MA PhD  
 2009 Steven Ratuva, MA GDipEd PGDipSoc *S.Pac.*, PhD *Sus.*

**Senior Lecturer, Tongan Language**

1996 Melenaita Taumoeofalau, BA GCED *S.Pac.*, MA *Wales*, PhD

**Professional Teaching Fellow, Samoan Language**

1995 Vavao Fetui, MA DipTESL *Well.*

**Research Fellow**

2011 Jemaima Tiatia, MA PhD DPH

**Honorary Research Professor**

Richard M. Moyle, LTCL, MA PhD

**PHILOSOPHY****Head of Department**

Christopher J. Martin, MA *Sus.*, PhD *Prin.*

**Departmental Coordinator**

Maria Rillo-Stol, BA *Colorado*

**University Distinguished Professor**

1983 Stephen J. Davies, MA *Monash*, PhD *Lond.*, FNZAH FRSNZ

**Professors**

- 1981 John C. Bishop, BA *ANU*, PhD *Camb.*  
 2002 Rosalind Hursthouse, BPhil DPhil *Oxf.*, MA  
 2012 Timothy P. Mulgan, BA(Hons) *Otago*, DPhil *Oxf.*  
 1969 Robert Nola, BSc *NZ*, PhD *ANU*, MA MSc, FNZAH FRSNZ

**Associate Professors**

- 1993 Gillian Brock, BSc BA(Hons) *Cape Town*, MA PhD *Duke*  
 1989 Jan Crosthwaite, MA *La Trobe*, PhD *Melb.*  
 1993 Tim Dare, PhD *Alta.*, BA LLB MJur  
 ♦1994 Roderic A. Girle, MA *Gld*, PhD *St And.*, Dip. Div. *Gld*  
 1974 Frederick W. Kroon, MA PhD *Prin.*, MA  
 1994 Christopher J. Martin, MA *Sus.*, PhD *Prin.*  
 1995 Robert L. Wicks, BA *Michigan State*, MA PhD *Wis.*

**Senior Lecturers**

- 2002 Jonathan McKeown-Green, PhD *Prin.*, BMus MA  
 2008 Glen Pettigrove, AB *Mich.*, MDiv *Gordon-Conwell*, MA PhD *Calif.*  
 1985 Denis J. Robinson, BA *Melb.*, BPhil *Oxf.*, PhD *Monash*  
 1999 Jeremy M. Seligman, BA *Oxf.*, PhD *Edin.*  
 2006 Koji Tanaka, BInfoTech *Griff.*, BA(Hons) PhD *Gld.*

**Lecturers**

2008 Patrick Girard, BA *McG.*, PhD *Stan.*

2008 Matheson Russell, BA *Syd.*, PhD NSW, DipTh *Oxf.*

2009 Chris Tucker, MA *Emory*, PhD *Purdue*

#### Senior Tutor

2006 Vanya Kovach, MA PhD

#### Honorary Research Fellows

John Bigelow, BA *Cant.*, MA *S.Fraser*, PhD *Camb.*

Hinne Hettema, MSc MA *Groningen*, PhD *Nijmegen*

Jeffrey Masson, BA PhD *Harv.*

Julian P. Young, MA *Camb.*, *Wayne State*, PhD *Pitt.*

### POLITICAL STUDIES

#### Head of Department

Katherine Smits, BA(Hons) BJur *W.Aust.*, MPhil *Camb.*, PhD *Cornell*

#### Departmental Coordinator

Glenda Stenhouse, BA DipTchg

#### Professors

2009 Gerald Chan, MA *Kent*, PhD *Griff.*

2002 John Morrow, MA *Cant.*, PhD *York(Can.)*

#### Associate Professors

1972 J. Stephen Hoadley, BSc *Purdue*, MA *Calif.* State, PhD *Calif.*

1984 Raymond K. Miller, BA *McM.*, MA PhD DipEd

1992 Martin Wilkinson, MA DPhil *Oxf.*

#### Senior Lecturers

2006 Jennifer Curtin, MA *Waik.*, PhD *ANU*

2002 Geoffrey Kemp, MA MPhil PhD *Camb.*

2006 Anita Lacey, BA(Hons) PhD *Monash*

2006 Jennifer Lees-Marshment, BA PhD *Keele*, MA *Manc.*

2009 Maria Rublee, BS *Evangel*, MPhil PhD *George Wash.*

2004 Katherine Smits, BA(Hons) BJur *W.Aust.*, MPhil *Camb.*, PhD *Cornell*

1999 Jian Yang, BA *Luoyang*, MA *Henan*, MA PhD *ANU*

#### Lecturers

2012 Sung-Young Kim, BA(Hons) PhD *Syd.*

2012 Christopher Wilson, MA PhD *ANU*

2007 Stephen Winter, BA *Br.Col.*, MA *Dal.*, DPhil *Oxf.*

#### Visiting Senior Research Fellow

2011 Mike Rann, CNZM, MA

#### Honorary Research Fellows

Joseph B. Atkinson, MA *Cant.*, PhD *Yale*

Rt. Hon. Jonathan Hunt, ONZ, MA

Jack Vowles, PhD *Br.Col.*, MA

### SOCIOLOGY

#### Head of Department

Alan France, BSc PhD *Sheff.*

#### Departmental Administrator

Yogita Nand, DipMgt *S.Pac.*

#### Professors

1998 Maureen Baker, MA *Tor.*, PhD *Alta.*, FNZAH FRSNZ

2004 Peter B. Davis, BA *S'ton.*, MSc *Lond.*, PhD (jointly with School of Population Health and Department of Statistics)

2010 Alan France, BSc PhD *Sheff.*

#### Senior Lecturers

2012 Avril Bell, PhD *Massey*, BA

1986 Claudia Bell, BA *Massey*, MA, PhD

2008 Bruce M. Z. Cohen, BSc(Hons) *Tees.*, MSc *Hudd.*, PhD *Brad.*

2009 Colin Cremin, MA PhD *Leeds*

1998 Bruce Curtis, BCom BA(Hons) PhD *Cant.*, DipTchg

2000 Vivienne Elizabeth, BA PhD *Cant.*

2005 Louise Humpage, MA *Cant.*, PhD *Massey*

2011 Campbell Jones, BA MCom *Otago*, PhD *Keele*

1999 Tracey McIntosh, MA PhD

2000 Steve Matthewman, MA PhD

2010 James Oleson, MPhil PhD *Camb.*, JD *Berk.*

1984 Catherine West-Newman, MA *Lond.*, MA PhD

#### Lecturers

2011 David Mayeda, MA PhD *Hawaii (Manoa)*

2012 Kellie McNeill, MSocSc PhD *Waik.*

❖2012 Alice Mills, BA(Hons) MSc PhD *Cardiff*

2011 Manuel Vallee, MA PhD *UC Berk.*

#### Honorary Research Fellows

Antje Deckert, LLM *Well.*, PhD *EUV*

Jeffrey Masson, BA PhD *Harv.*

### THEOLOGY, School of

#### Head of School

Elaine M. Wainwright, BSS *Pontifical Biblical Commission*, Rome, MA(Theol) *Catholic Theological Union*, Chic., Élève Diplômée École Biblique, Jerusalem, BA(Hons) PhD *Qld.*

#### Professor

2003 Elaine M. Wainwright, BSS *Pontifical Biblical Commission*, Rome, MA(Theol) *Catholic Theological Union*, Chic., Élève Diplômée École Biblique, Jerusalem, BA(Hons) PhD *Qld.*

#### School Coordinator

Susanne Gomes, BA(Hons) *Bom.*

#### Lecturers

❖2003 H. F. Bergin, MA *Well.*, BTheol *Otago*, STL STD *CUA*

2011 Caroline Blyth, MA *St And.*, MA MTh, PhD *Edin.*

❖2003 M. Callaghan, MA *GTU Berkeley*, BTheol PhD

❖2003 J. L. Dunn, STL *Urbaniana*, PhD *CUA*

2008 Stephen Garner, MSc *Cant.*, BD *Bible College (NZ)*, PhD

2009 N. J. Thompson, BA(Hons) MTh *Otago*, MA *Br. Col.*, PhD *Glas.*, DipLib *Well.*, DipGrad *Otago*

❖2003 D. M. H. Tovey, MA *Cant.*, BD *Otago*, MA PhD *Durh.*, DipTchg

❖2009 Nasili Vakauta, BD *Sia'atoutai (Tonga)*, MTh PTC (*Fiji*), MA PGDipDevStud *S.Pac.*, PhD

### Faculty of Business and Economics

#### Dean

Gregory Whittred, BCom(Hons) *Qld.*, MEd *Syd.*, PhD NSW, FCA FCPA

#### Deputy Dean

Jilnaught Wong, MCom PhD CA, FCPA

#### Associate Dean (Academic Faculty)

Susan M. Watson, LLB(Hons) MJur

**Associate Dean (Academic Programmes and International)**

Susan S. Laurenson, MCom, MA

**Associate Dean (Postgraduate)**

Siah Hwee Ang, BBA(Hons), PhD *NU Singapore*

**Associate Dean (Research)**

Peter F. Boxall, PhD *Monash*, MCom, FHRINZ

**Associate Dean (Māori and Pacific Development)**

Manuka A. Henare, BA(Hons) PhD *Well.*

**Director of First Year Studies**

Douglas G. Carrie, BCom *Br.Col.*, MBA *Thunderbird*, PhD *Lond.*

**Director of Teaching and Learning**

Kevin Morris, BA *Otago*, EdM EdD *Boston*

**Director of Finance and Administration**

Steven McLean, MBA *Henley*, CA

**RESEARCH UNITS, CENTRES AND INSTITUTES****New Zealand Asia Institute****Director**

Hugh Whittaker, BA *Int. Christian U., Tokyo*, PhD *Imperial College*

**Fellow and Emeritus Professor**

Peter Nicholas Tarling, MNZM, MA PhD LittD *Camb.*, HonLittD, FRAS FRHistS

**Research Fellow and Programme Officer**

2002 Xin Chen, MA *Peking*, PhD *Hawaii*

**Postdoctoral Fellows and Project Managers**

Benjamin Fath, MA *Giessen*, PhD

Antje Fiedler, MA *Giessen*, PhD

**Director, China Studies Centre**

David J. Robb, MBA PhD *Calg.*, BE

**Director, Japan Studies Centre**

Hugh Whittaker, BA *Int. Christian U., Tokyo*, PhD *Imperial College*

**Director, Korea Studies Centre**

Richard T. Phillips, MA PhD *Camb.*

**Director, Southeast Asian Studies**

Natasha Hamilton-Hart, BA(Hons) *Otago*, MA PhD *Cornell*

**ACCOUNTING AND FINANCE****Head of Department**

David Hay, BCom *Otago*, MCM *Lincoln(NZ)*, PhD, FCA

**Departmental Manager**

Herena Newall, GradDipBus(Admin)

**Professors of Accounting**

2004 Steven Cahan, BA *Vanderbilt*, MBA *Kansas*, PhD *Colorado*, FCA

1989 Barry H. Spicer, BCom(Hons) *Qld.*, PhD *Wash.*

1992 Jilnaught Wong, MCom PhD, CA, FCPA

**Professor of Auditing**

2000 David Hay, BCom *Otago*, MCM *Lincoln(NZ)*, PhD, FCA

**Ernst & Young Professor of Financial Accounting**

1975 David M. Emanuel, MCom PhD, FCA

**Research Professors of Accounting**

1999 Dan Dhaliwal, MS MA PhD *Ariz.*

2006 W. Robert Knechel, BS *Delaware*, PhD *N.Carolina*

2007 Philip Shane, BS *Ill.*, PhD *Oregon*, CPA *Ill.*

**Professors of Finance**

2008 Henk Berkman, MEcon PhD *Rotterdam*

2010 Dimitri Margaritis, MA PhD *SUNY (Buffalo)*

2010 David Mayes, MA *Oxf.*, PhD *Brist.*

**Associate Professors**

1991 Alastair D. E. Marsden, MCom PhD

2002 Russell Poskitt, BSc(Hons) MCom *Cant.*, PhD

1987 A. P. B. Rouse, MCom PhD, CA

1992 Norman Wong, MCom PhD, CA

**Senior Lecturers**

2000 Chris Akroyd, MCom NSW, MCom *Kobe*, PhD, CPA

2005 Davood Askarany, MA PhD *S.Aust.*, CPA

2008 Julie Harrison, MCom MTaxS PhD, CA

2009 Charlene Lee, MS *Nat. Chengchi*, PhD *Nat. Taiwan*

2009 John Lee, MCom PhD *Wash.*

2009 Nick Nguyen, BEc *HCMC*, BCom(Hons) PhD *Massey*

2008 Philip O'Connor, BMS *Waik.*, MBA *Wis.*, PhD *Maryland*

1996 Robert L. Wilton, BCom NSW, MCom, ACA

**Lecturers**

2012 Chen Chen, BA *NSYSU*, PhD *HK*

2012 Lily Chen, BCom(Hons)

2001 Angela Liew, BSc MCom PGDipCom, CPA

2011 Winnie O'Grady, BCom BEd *Nfld.*, MBS DipBusAdmin *Massey*, PhD

**Professional Teaching Fellows**

2012 Sharlene Biswas, BCom(Hons) GradDipCom PhD

2012 Graeme Treasure, MCom

**Senior Tutors**

2002 Deborah Alexander, BCom(Hons) GradDipCom *Natal*, MCom

2002 Caroline Bridges, BSc *Leic.*, MCom PGDipCom, CA

2002 Christine Clarke, BCom, CA

1989 Anne R. Davy, MCom, CA, ACIS

2001 Glenn Rechtschaffen, BBA *Texas*, MA *Virginia Tech.*, JD *UCLA*, CPA

**Tutors**

2010 David Lau, BCom(Hons)

2010 Terry Li, MCom

2008 Willow Li, BCom(Hons)

2010 Grace Ooi, BAacct(Hons) *Putra (Malaysia)*, MMgt *Massey*, CA

2008 Yen Hung Shih, BCom(Hons)

2008 Brianna Wang, BCom(Hons)

2010 Karis Wang, BCom(Hons) MCom

**COMMERCIAL LAW****Head of Department**

Christopher Nicoll, LLB(Hons)

**Departmental Manager**

Janet D'Souza, BA *Bom.*, PGDipBusAdmin

**Professors of Commercial Law**

1991 Michael Gedye, BCom LLB MComLaw

1991 Susan M. Watson, LLB(Hons) MJur



**Professor of Taxation Law and Policy**

2008 Craig Elliffe, BCom LLB(Hons) *Otago*, LLM *Camb.*

**Professor of Corporate Governance**

2008 John Farrar, LLB(Hons) LLM LLD *Lond.*, PhD *Brist.*

**Adjunct Professor**

2011 Mai Chen, LLB(Hons) *Otago*, LLM *Harv.*

**Associate Professors**

1991 Gehan Gunasekara, BA LLB *Well.*, LLM  
 1996 Owen J. Morgan, BEdStud *Qld.*, BA LLB(Hons) MJur DipTchg SJD *Melb.*  
 1990 Christopher Nicoll, LLB(Hons)  
 1999 Christopher Noonan, LLB PhD  
 2000 Alexandra Sims, LLB *Otago*, MComLaw  
 2011 Peter Vial, M iur comp *Bonn*, BA BCom LLB

**Senior Lecturers**

2010 Robert Batty, BA LLM  
 2010 Chye-Ching Huang, LLM *Columbia*, BCom LLB(Hons)  
 2003 Michael Josling, BCom LLB MComLaw  
 1995 Mark R. Keating, LLM *Cornell*, LLB MTaxS  
 2005 John Ren, LLB(Hons) PhD *Syd.*

**Professional Teaching Fellows**

2011 Barnard Hutchinson, BCom LLB(Hons) MTaxS  
 2003 Leigh Miller, BA LLM MPhil

**Senior Tutors**

1995 Philip Cook, BA LLB MPhil  
 2000 Audrey Sharp, MA MTaxS  
 2002 Christopher Spells, BSc(Econ) MA *Lond.*, MTaxS

**Tutors**

2012 Mary Bell, LLB *Well.*  
 2012 Ivan Sowman, LLM

**Honorary Professor**

Rob Merkin, LLB *Wales*, LLM *Lond.*

**ECONOMICS****Head of Department**

...

**Deputy Head of Department**

...

**Departmental Manager**

Trish Marsters, GradDipBus

**Alumnus Distinguished Professor**

1992 Peter C. B. Phillips, HonMA *Yale*, PhD *Lond.*, MA

**Energy Education Trust Professor of Energy and Resource Economics**

1990 Basil M. H. Sharp, BAgCom *Cant.*, MS PhD *Wis.*, DipAgr DipVFM *Lincoln(NZ)*

**Professor of Experimental Economics**

2003 Ananish Chaudhuri, BSc(Hons) *Calc.*, MA *J. Nehru U.*, MA PhD *Rutgers*

**Professor of Macroeconomics**

2011 Prasanna Gai, BEcon(Hons) *ANU*, MPhil DPhil *Oxf.*

**Professors**

1983 Anthony M. Endres, MSocSc *Waik.*, PhD *W'gong.*  
 1992 Tim Hazledine, MA *Cant.*, *Otago*, PhD *Warw.*  
 2005 John C. Panzar, BA *Car.*, AM PhD *Stan.*

**Adjunct Professor**

2012 Arthur Grimes, BSocSc(Hons) *Waik.*, MSc PhD *Lond.*

**Associate Professors**

1997 John Hillas, BA BEcon(Hons) *Qld.*, PhD *Stan.*  
 1984 Sholeh A. Maani, BSc MS PhD *Ill.*  
 2002 Matthew J. Ryan, BA BCA(Hons) *Well.*, MA PhD *Yale*  
 1979 Robert D. J. Scollay, MA *Camb.*, *Well.*, BCom PhD  
 1981 Susan M. St John, QSO, BSc MA PhD  
 2002 Rhema Vaithianathan, MCom PhD

**Senior Lecturers**

1993 Debasis Bandyopadhyay, BSc(Hons) *Calc.*, MA *Flor.*, PhD *Minn.*  
 2010 Zhijun Chen, MA PhD *Wuhan*, PhD *Toulouse*  
 2009 Bilgehan Karabay, BA *Marmara*, MA PhD *Virginia*  
 1986 Alan J. Rogers, AM PhD *Prin.*, MA  
 2004 Erwann Sbail, BSc(Hons) *Marne-la-Vallee*, MEcon PhD *Toulouse*  
 2010 Jennifer L. Steele, BCom *Br.Col.*, MS PhD *Texas-Austin*

**Lecturers**

2008 El-hadj M. Bah, BS *Mohammad V*, MSE MS PhD *Arizona State*  
 2011 Daryna Grechyna, BA *Dnipropetrovsk*, MA *Kyiv-Mohyla Acad.*, MA PhD *Universidad Autonoma de Barcelona*  
 2010 Taesuk Lee, MA *Seoul*, MA PhD *Rochester*  
 2005 Stephen J. Poletti, MSc *ANU*, PhD *Newcastle(UK)*, BSc(Hons) MCom PhD  
 2009 Ping Yu, BA MS *Peking*, MS PhD *Wisconsin-Madison*

**Professional Teaching Fellow**

1999 Kathrin M. Boardman, BSc MCom *Cant.*

**Senior Tutors**

1991 Michael D. G. Anstis, BA  
 2009 Gamini Jayasuriya, BA *Ceyl.*, MSocSc *Birm.*

**Tutor**

2010 Annette J. Lazonby, BHSc MCom

**Honorary Professors**

Reiko Aoki, BS *Tokyo*, MA *Tsukuba*, MS PhD *Stan.*  
 Bryce Hool, BSc(Hons) MCom *Cant.*, PhD *UC Berk.*

**GRADUATE SCHOOL OF MANAGEMENT****Director**

Jilnaught Wong, MCom PhD, CA, FCPA

**Director of Academic Programmes**

Peter Withers, MA *Cant.*

**Director of Executive Education**

Ivan Moss, BA *Oxf.*, CPFA(UK)

**Director of Short Courses**

Darren L. Levy, DipBus *Auck.UT*

**Associate Director, Customised Programmes**

Darilyn Kane, MCom



**Associate Director, Graduate School of Management**James Scott, BScEng *Natal*, MBA *Cardiff***Matthew Abel Professor of Macroeconomics**2012 Robert MacCulloch, BSc MCom MPhil DPhil *Oxf.***Adjunct Associate Professor**

1995 Daniel Vidal, MBA ME PGDipArts, CMC, FStratPS

**Associate Professor**2009 Paul Hoskin, PhD *ANU*,  
GradDipTchLn(Secondary) *Cant.*, BSc(Hons)  
MBA**INFORMATION SYSTEMS AND OPERATIONS  
MANAGEMENT****Head of Department**

Michael D. Myers, MA PhD

**Departmental Manager**

Gabrielle Murphy, BA

**Ports of Auckland Professor of Logistics and Supply Chain  
Management**2010 Tava M. L. Olsen, MS PhD *Stan.*, BSc(Hons)**Professors**1989 Michael D. Myers, MA PhD  
1992 Ananth Srinivasan, BEng *Madr.*, MBA *Illinois*  
State, PhD *Pitt.***Emeritus Professor**Justo A. Diaz, BSc *Ott.*, PhD *UC Berk.***Adjunct Professor**1991 Brent Gallupe, BMath *Wat.*, MBA *Tor.*, PhD  
*Minn.*, ISP, CMA, FLMI**Associate Professors**2001 Tiru Arthanari, MStat PhD DipOR *I.Stat.I.*  
2010 Cecil E. H. Chua, BBA *Miami*, MB *Nanyang*  
*Technol.*, PhD *Georgia State*  
1986 Lech J. Janczewski, MSc *Tor.*, MEng DEng  
*Warsaw*  
1994 David J. Robb, MBA PhD *Calg.*, BE  
1995 Donald Sheridan, BA MEd *Sask.*, PhD *Alta.*  
1996 David M. Sundaram, BE PGDipIE *Madr.*, PhD  
2010 Arvind K. Tripathi, BE *Alld.*, MTech *IIT*  
*Kanpur*, PhD *Conn.***Senior Lecturers**2004 Fernando Beltran, BE *Universidad de los*  
*Andes (Colombia)*, MS PhD *SUNY, Stony Brook*  
1996 Lesley A. Gardner, MSc PhD *LSE***Lecturers**2004 Ching-Shen Dong, BSc *Taiwan*, DipInfoSys  
*Massey*, MCom PhD  
2002 Anson Kin Tat Li, MCom PhD  
2010 Valery Pavlov, MS *Moscow Inst. Physics*  
*Technol.*, PhD *Penn. State*  
1999 Amitha Peiris, BSc(Hons) *Sur.*, MPhil PhD  
1998 Gabrielle Peko, MCom  
2001 Koro Tawa, MCom  
1989 David White, BE(Hons) *Cant.*  
2011 Hua (Jonathan) Ye, BMgmt *CCNU (China)***Professional Teaching Fellows**2002 Andrew Eberhard, BCom DipCom PGDipCom  
1999 Leith Oliver, MBA MPhil PhD**Senior Tutors**2001 Johnny Chan, BCom(Hons) BSc  
2004 Ursula Dantin, BCom(Hons)  
2001 Josephine Lee, BSc NSW, MCom PGDipCom**MANAGEMENT AND INTERNATIONAL BUSINESS****Head of Department**Nigel A. F. Haworth BA BPhil PhD *Liv.***Departmental Manager**

Judy Bonny, DipTchg

**Fletcher Building Employee Education Trust Professor of  
Leadership**2006 Brad Jackson, MA *Br.Col.*, PhD *Lanc.***Professor, Innovation Research**2005 Kenneth Husted, MSc PhD *Copenhagen Bus.*  
*Sch.***Professors**2003 Siah Hwee Ang, BBA(Hons), PhD *NU*  
*Singapore*  
1987 Peter F. Boxall, PhD *Monash*, MCom, FHRINZ  
1988 Nigel A. F. Haworth BA BPhil PhD *Liv.*  
2005 Sneijna Michailova, MSc *Univ. National World*  
*Economy, Sofia*, PhD *Copenhagen Bus. Sch.*  
2006 Hugh Whittaker, BA *Int. Christian U., Tokyo*,  
PhD *Imperial College***Emeritus Professor**John S. Deeks, MA *Camb.*, DipPM *LSE***Adjunct Professor**2010 Lester Levy, MBCh *Witw.*, MBA**Associate Professors**2011 Natasha Hamilton-Hart, BA(Hons) *Otago*, MA  
PhD *Cornell*  
1996 Manuka A. Henare, BA PhD *Well.*  
1992 Darl G. Kolb, MA *Colorado*, PhD *Cornell***Senior Lecturers**1994 Maureen Benson-Rea, BA(Hons) *Lanc.*, MBA  
*Brun.*, PhD  
2000 Brigid J. Carroll, MBA *Fordham*, MA PhD  
1999 Liliana Erakovic, MSc *Zagreb*, PhD  
1996 Ross A. McDonald, BSc *Stir.*, MA PhD  
*Nebraska*  
2007 Barbara Plester, MBS PhD DipTchg *Massey*  
1999 Deborah M. Shepherd, BA *Otago*, MA PhD  
1998 Christina Stringer, MSc *Brigham Young*, PhD  
2000 Rachel M. Wolgramm, MCom PhD  
2000 Christine R. Woods, MA PhD**Lecturers**2010 Thomas M. Bohne, MPhil PhD *Camb.*  
1992 Brent Burmester, MCom LLB PhD  
2002 Lisa Callagher, MCom  
2007 Carla Houkaumau, BA(Hons) PhD  
2010 Ann Hutchison, BA(Hons) *Durh.*, PhD  
2011 Zaidah Mustaffa, MSc *Putra (Malaysia)*, PhD  
2012 Helen Nicholson, MCom  
2012 Frank Siedlok, MA *CUE; Durh.*, PhD *Strath.*  
2006 Peter Smith, MBA  
2011 Chellie Spiller, MA *Well.*, PhD  
2008 Peter Zamborsky, MA *Comenius*, MSc *LSE*,  
PhD *Brandeis***Professional Teaching Fellow**

2012 Michelle Kilkolly-Proffit, MCom

**Senior Tutors**

2001 Joseph M. Beer, MCom  
2007 Daniel Tisch, BSc *Br.Col.*, MBA *S.Aust.*

**MARKETING****Head of Department**

Roderick J. Brodie, BSc PhD *Cant.*, MA *Otago*

**Departmental Manager**

Mary Hoong, BBA *Sing.*

**Professors**

1988 Roderick J. Brodie, BSc PhD *Cant.*, MA *Otago*  
1995 Margo Buchanan-Oliver, MA PhD  
1993 Peter J. Danaher, MS *Purdue*, PhD *Flor. State*,  
BSc(Hons)  
2012 Kaj E. Storbacka, MSc PhD *Helsinki*

**Associate Professors**

1988 Richard Brookes, BCA *Well.*, MSc *Lond.*  
2001 Karen Fernandez, BCom *Melb.*, MBA *Pittsburg*  
*State*, PhD *Kansas*

**Senior Lecturers**

2000 Tom Agee, BA *Virginia*, MPhil  
1995 Douglas G. Carrie, BCom *Br.Col.*, MBA  
*Thunderbird*, PhD *Lond.*  
1999 Denise Conroy, MSc PhD  
2010 Catherine Frethey-Bentham, MCom PhD  
2001 Biljana Juric, MS *Northwestern*, MS PhD  
*Sarajevo*  
2011 Bodo Lang, MCom PhD *Otago*  
2006 Michael S. W. Lee, MSc PhD  
2006 Laszlo Sajtos, MSc *Econ. Sci. Budapest*, PhD  
*Corvinus*  
1995 Richard Starr, BA *Roch.*, MBA *Columbia*, PhD  
2010 Charlotta Windahl, MSc *KTH Stockholm*, PhD  
*Linkoping*

**Lecturers**

2008 Sandra Bennett, BA(Hons) MA PhD  
2012 Sang-uk Jung, BBA *Seoul*, MA *Columbia*, PhD  
*Iowa*

**Professional Teaching Fellow**

2011 Herbert Sima, BCom(Hons) MCom *Massey*

**PROPERTY****Head of Department**

Deborah S. Levy, BLE *Aberd.*, MPA PhD, FRICS  
FPINZ

**Departmental Manager**

Myriam Benito, BSC *St Louis*, MM *Philippines*,  
PGDipCom

**Professor**

1992 Laurence Murphy, BA PhD *Dublin*, FRICS  
FRGS

**Associate Professor**

1986 Deborah S. Levy, BLE *Aberd.*, MPA PhD,  
FRICS FPINZ

**Senior Lecturers**

❖2010 Edward K. Douglas, BSc *NZ*, MSc *Well.*  
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*  
2006 James Young, BA(Hons) *Arkansas*, MBA  
*Michigan State*

**Lecturer**

2008 Zhi Dong, BE *Tongji*, MSc PhD *NU Singapore*

**Faculty of Creative Arts and Industries****Dean**

...

**Executive Assistant to Dean**

July Rea, BA *Cant.*

**Deputy Dean**

Nuala Gregory, BA *Ulster*, MFA

**Associate Dean (Academic)**

Peter Shand, LLM *Lond.*, LLB PhD

**Associate Dean (Equity and Diversity)**

Elizabeth Aitken Rose, BA *Well.*, MTP, MNZPI

**Associate Dean (Postgraduate)**

...

**Associate Dean (Research)**

Dory Reeves, BA(Hons) *Durh.*, MA PhD *Sheff.*, RTPi

**Faculty Manager**

...

**RESEARCH UNITS, CENTRES AND INSTITUTES****New Zealand Art Research and Discovery, Centre for****Director**

Linda Tyler, MA *Cant.*

**Associate Professor**

Linda Tyler, MA *Cant.*

**ARCHITECTURE AND PLANNING****Head of School**

Sarah Treadwell, BArch PhD, NZIA

**School Manager**

Catherine Hollis, BBus DipBusAdmin *Manukau.IT*

**Professors**

2009 Andrew Barrie, MArch, DEng *Tokyo*, NZIA  
2000 Jennifer E. Dixon, MSc *Cant.*, DPhil *Waik.*,  
FNZPI  
1993 Errol J. Haarhoff, BArch PhD *Natal*, MSc  
*H-W*, SAIA, NZIA  
1979 John G. Hunt, CNZM, BArch *NZ*, PhD, FNZIA  
2011 Harvey Perkins, MA *Otago*, PhD *N. Carolina*,  
DipArts *Otago*, DipTchg *DTC*  
2008 Dory Reeves, BA(Hons) *Durh.*, MA PhD *Sheff.*,  
RTPi

**Associate Professors**

1994 R. J. Michael Gunder, MA *Br.Col.*, PhD,  
FNZPI, MCIP MPIA  
2006 Uwe Rieger, Dipl.-Ing Arch *TU-Berlin*, NZIA  
1981 Sarah Treadwell, BArch PhD, NZIA

**Senior Lecturers**

1997 Elizabeth Aitken Rose, BA *Well.*, MTP, MNZPI  
1987 Patricia M. Austin, BSc *Sus.*, BPhil  
*Newcastle(UK)*  
2004 Deidre Brown, MArch PhD  
2010 Hugh Byrd, BA(Hons) DipArch *Birm.*, PhD,  
ANZIA, RIBA  
1995 John B. Chapman, BE(Hons) DipEd, MIPENZ,  
CPEng

- 2006 Michael J. Davis, MArch AA *Lond.*,  
BArch(Hons), ANZIA
- 1974 George Dodd, BSc *Reading*, MSc PhD DipAud  
S'ton, FNZAcs
- 2006 Julia Gatley, MArch *Well.*, PhD *Melb.*
- 2006 Kai Gu, BArch *Zhengzhou*, MArch *South  
China Univ. Technol.*, PhD *Wat.*
- ✧1994 Bruce Hucker, BD *Otago*, PhD *Princeton  
Theological Seminary*, MA
- 1981 Ross Jenner, BA(Hons) *Otago*, MSc PhD  
*Penn.*, BArch
- 2009 Asif Khan, BSc *B'desh.Engin.*, MURP PhD  
*Syd.*
- 2010 Stephen Knight-Lenihan, MSc PhD
- 1979 Michael P. T. Linzey, BE *Cant.*, PhD *Melb.*, ME
- 2009 Manfredo Manfredini, MSc PhD *Milan Tech.*
- 2007 Bill McKay, BArch(Hons)
- 1992 P. Michael Milojevic, BArch *Tor.*, MArch *Ill.*
- 1995 Prudence Taylor, LLM *Well.*, LLM *Tulane*
- 1995 Marjorie van Roon, MSc PhD, MRSNZ  
MEIANZ

**Lecturers**

- 2008 Lee Beattie, MSc *Lond.*, BPlan BSc  
DipEnvMgt, MNZPI
- 2010 Lena Henry, BPlan(Hons)
- 2010 Derek R. Kawiti, BArch(Hons) MArch AA  
*Lond.*
- 2007 Paola M. Leardini, MArch PhD *Politecnico  
Milano*
- 2009 Dermott McMeel, BSc BArch PhD *Edin.*
- 2010 Jeremy Treadwell, BA MArch
- 2008 Kathy Waghorn, BFA BArch(Hons)

**Senior Tutors**

- 1998 Judy Cockeram, MArch
- 2002 Emilia Kabzamalova, DipArch *Sofia*,  
MPlanPrac

**DANCE STUDIES****Head of Programme**

- Ralph Buck, BEd *Newcastle(NSW)*, MA *Sur.*, PhD  
*Otago*

**Programme Administrator**

- Tamara Rickett, BPerfArts BMus(Hons)

**Associate Professor**

- 2005 Ralph Buck, BEd *Newcastle(NSW)*, MA *Sur.*,  
PhD *Otago*

**Senior Lecturers**

- 2009 Carol Brown, BA *Otago*, PhD *Sur.*
- 2008 Nicholas Rowe, PhD *Kent*

**Lecturers**

- 2005 Mark Harvey, PhD *Auck.UT*, BA MCPA
- 2008 Alys Longley, BA MPhEd *Otago*, PhD *Vic.  
(Aust.)*, PGDip *Otago*
- 2012 Rosemary Martin, MCPA PhD

**Senior Tutor**

- 2009 Pei-Jung Lee, BFA *U.Arts*, MFA *SUNY  
Purchase*

**FINE ARTS****Head of School**

- Derrick Cherrie, MFA

**School Manager**

- Kim Ellis, MA

**Professor**

- 2009 Jonathan Mane-Wheoki, BA DipFA(Hons)  
HonDLitt *Cant.*, MA *Courtauld Inst.*, ATCL

**Associate Professors**

- 1997 Derrick Cherrie, MFA
- 1997 Nuala Gregory, BA *Ulster*, MFA
- 1985 Megan L. Jenkinson, MFA *Syd.*, BFA
- 1998 Michael Parekowhai, MFA, DipTchg
- 2003 Peter Robinson, BFA DipTchg *Cant.*

**Senior Lecturers**

- 2004 Jon Bywater, BA(Hons) *Cant.*
- 2007 Joyce Campbell, BFA *Cant.*, MFA
- 2002 Lisa Crowley, MFA
- 2008 Gavin Hipkins, MFA *Br.Col.*, BFA
- 2008 Simon Ingram, MA PGDip *W.Syd.*, BFA DocFA
- 2008 Fiona Jack, MFA *Cal.Arts*, BGD *Auck.UT*
- 2003 Sean Kerr, MFA
- 2008 Alexandra Monteith, MFA DocFA
- 2002 p.mule, MFA DipTchg
- 1994 Peter Shand, LLM *Lond.*, LLB PhD
- 2002 Allan Smith, BFA MA DipTchg
- 2006 Ruth Watson, BFA *Cant.*, MVA *Syd.*, PhD ANU

**Lecturers**

- 2008 James Cousins, MFA DipTech *Cant.*, BFA
- 2000 Lucille Holmes, MA PGDipArts *Otago*, PhD
- 2002 Jim Speers, BFA DipTchg *Cant.*
- 2002 Tara Winters, MFA

**MUSIC****Head of School**

- Allan Badley, MMus PhD

**School Manager**

- Robyn Taylor-Wright, DipMgt AIT, NZCS

**Professor**

- 1990 Uwe A. Grodd, SMP *Mainz*

**Emeritus Professor**

- Heath Lees, BMus MA *Glas.*, PhD, FTCL(Music)

**Associate Professors**

- 1984 John A. Elmsly, BMus BSc *Well.*, 1er Prix  
(Comp) *Brussels*, LTCL
- 1991 Karen Grylls, ONZM, BA *Otago*, MM PhD  
*Wash.*, MMus, LRSM, LTCL, DipTchg
- 2007 W. Dean Sutcliffe, MPhil PhD *Camb.*, BMus  
MA

**Senior Lecturers**

- 2009 Allan Badley, MMus PhD
- 2009 Davinia Caddy, MA PhD *Camb.*, PGDipLATHE  
*Oxf.*, LGSM *Guildhall*, FHEA
- 1995 Eve K. de Castro-Robinson, DMus, ATCL
- 2006 John William Coulter, BMus(Hons) *Cant.*, PhD  
*Gld.*
- 2005 Rae de Lisle, BA, LRSM, LTCL, FIRMT
- 2010 Stephen De Pledge, CRDip *Guildhall*, LTCL,  
BMus
- 2006 Elizabeth Holowell, BMus *Syd.*, DipSTAT,  
ASCM
- 1999 David Lines, BMus MEd PhD DipTchg
- 2006 Nancy Rachel November, BMus(Hons) BSc  
MMus *Well.*, MA PhD *Cornell*, LTCL
- 2009 Martin Rummel, Dipl.Mus Konzertexamen  
*Cologne U. Music*, Dipl.Mus *Bruckner Konserv.*
- 2000 James Tibbles, BMus(Perf) MMus



**Lecturers**

2009 Kevin D. Field, LTCL PGDipMus  
 2006 Olivier Holland, Diplom-Musiker *FH Essen*  
 2007 Leonie Holmes, MMus DMus, LTCL  
 2009 Roger W. Manins, BMus(Hons) *Massey, Well.*  
 2003 Stephen Matthews, BMus(Hons) *Waik.*, MMus  
 2006 Te Oti Rakena, MMus *N.England Conserv.*,  
 DMA *Texas-Austin*, BMus  
 2003 Ron Samsom, BMus *St FX*, MMus *McG.*  
 2010 Dean Sky-Lucas, BMus *Newcastle(NSW)*

**Senior Tutor**

2006 Robert Wiremu, BMus *Well.*, DipMus

**Honorary Associate Professor**

G. Warren J. Drake, BA NZ, PhD *Ill.*, MA

**Honorary Senior Lecturers**

Fiona E. C. McAlpine, MA *Well.*, DèsL *Paris-Sorbonne*  
 David Nalden, BA NZ, 1<sup>er</sup> Prix (Violin) 1<sup>er</sup> Prix  
 (Musique de Chambre) *Brussels*

**Faculty of Education****Dean**

Graeme Aitken, MA EdD DipTchg

**Executive Manager to the Dean**

Maree Ferens, BMus, LTCL *Lond.*, DipTchg *ACE*

**Deputy Dean (Academic)**

Helen Dixon, BEd *Waik.*, MEdAdmin *Massey*,  
 DipEHC *ACE*, EdD AdvDipTchg DipTchg

**Deputy Dean (Research)**

Stephen May, BA(Hons) *Well.*, MEd *Massey*, PhD  
*Brist.*, DipTchg *CCE*, BA, MRSNZ

**Deputy Dean (Teacher Education)**

Lexie Grudnoff, PhD *Waik.*, DipMan *Henley*,  
 HDipTchg DipEd DipEHC *ACE*, MA

**Associate Dean (International Programmes)**

John Hope, DipEd *ACE*, MA PhD

**Associate Dean (International Strategic Engagement)**

Lawrence Zhang, BA *Shanghai Int. Stud.*, MA  
*Northwestern Normal*, MA *Henan*, PhD  
 PGDipELT *Nan.Tech.*

**Associate Dean (Māori)**

Tony Trinick, HDipTchg *PNTC*, MA DipMathsEd

**Associate Dean (Pasifika)**

Diane Mara, MNZM, BA(Hons) PhD DipTESL *Well.*,  
 DipTchg *ACE*, BA MLitt

**Associate Dean (Postgraduate)**

Toni Bruce, BPhEd *Otago*, MSc PhD *Ill.*

**Assistant Dean (Postgraduate)**

Paul Heyward, DipTchg PGDipEd *ACE*, BA MEd

**Associate Dean (Programmes)**

Eleanor Hawe, MEd DipTchg *Waik.*, PhD

**Associate Dean (Research Development)**

Martin East, BA(Hons), MA *Lond.*, PGCE *W.Lond.*  
*IHE*, PhD

**Associate Dean (Students)**

Ruth Williams, AdvDipTchg DipTchg DipEHC *ACE*,  
 MA EdD

**Associate Dean (Tai Tokerau)**

Brent Mawson, MA *Cant.*, PhD *Curtin*, PGDipTechEd  
*Massey*, DipTchg *CCE*, GradDipTchg(ECE)

**Director Māori-medium Education**

Hēmi Dale, DipTchg *ACE*, BA MEd PGDipArts

**Director Professional Learning and Development**

Camilla Highfield, MFA *RMIT*, DipTchg *ACE*

**RESEARCH UNITS, CENTRES AND INSTITUTES****Centre for Educational Design and Development****Manager**

...

**Senior Lecturer**

2006 Sue Tickner, MSc *Lancs.*, BA(Hons) *Anglia*  
*Ruskin*

**National Reading Recovery Office****Project Director**

Christine Boocock, DipEd *Massey*, DipTchg *PNTC*,  
 MA

**Research Unit in Pacific and International Education****Director**

Eve I. Coxon, DipTchg *Massey*, MA PhD

**The University of Auckland Centre for Educational Leadership****Academic Director**

Viviane M. J. Robinson, PhD *Harv.*, MA, FAERA

**Director**

Linda Bendikson, MEd *Waik.*, PhD

**Woolf Fisher Research Centre****Director**

Stuart McNaughton, ONZM, MA PhD

**COUNSELLING, HUMAN SERVICES AND SOCIAL WORK****Head of School**

Phil Harington, MSocSc *Waik.*

**School Manager**

Rani Krishnan, BCom(Hons) *Bom.*

**Associate Professors**

1995 Liz Beddoe, MA (Applied) Social Work *Well.*,  
 PhD *Deakin*, BA, MANZASW  
 2008 Christa Fouché, BA(SocSc) MA(SocSc), DLitt  
 et Phil S.Af., MANZASW  
 ♦2011 Mike O'Brien, BA *Cant.*, MA *York*, PhD  
*Massey*, DipSocWk *Well.*

**Principal and Senior Lecturers**

1990 Margaret N. Agee, MA PhD DipGuid DipTchg,  
 MNZAC  
 2003 Allen Bartley, BA(Hons) PhD *Massey*  
 ♦2003 Shirley Ann Chinnery, MSW *Massey*  
 1996 Debbie Espiner, HDipTchg DipEHC *ACE*, MA  
 1989 Phil Harington, MSocSc *Waik.*  
 2010 Jay Marlowe, BA(Hons) *N.Carolina*, MSW PhD  
*Flin.*  
 2011 Barbara Staniforth, BSW *Ryerson*, MSW  
*W.Laur.*, PhD *Massey*, MANZASW



**Lecturers**

- 2009 Carole Adamson, BA *Well.*, MA *Nott.*, PhD *Massey*  
 2012 Kelsey Deane, BA(Hons) *New Br.*, PhD  
 2011 Irene de Haan, MSW(App) *Massey*, MA *Edin.*  
 2010 Hong-Jae Park, BA *Dankook*, MSW(App) PhD *Cant.*  
 2002 Vaiolesi Passells, BSW(Hons) *Massey*, MA  
 2005 Michael Webster, MBS *Massey*, DipSocWk *ACE*, BA PGDipProfSup, MANZASW  
 ♦2011 Jan Wilson, BA *Syd.*, PhD *Auck.UT*, PGDipGuid *Monash*, MA PGDipEd, MNZAC

**Professional Teaching Fellows**

- ♦2011 Jenny Hare, MSW *Massey*, MANZASW  
 ♦2010 Matt Rankine, MSW(Applied) *Massey*, BA PGDipProfSup, MANZASW  
 ♦2010 Andrew Thompson, MPhil *Massey*, GradDipChildMH *Auck.UT*, CSS *Cleveland Coll. Furth. Ed. (UK)*, MANZASW, PSNZ

**Senior Tutors**

- ♦2010 Cherie Appleton, MSW DipBusStudies *Massey*, DipSocWk DipT&D *ACE*, MANZASW  
 ♦2009 Sabrina Zoutenbier, MEd

**CRITICAL STUDIES IN EDUCATION****Head of School**

- Airini, BA MEd *Cant.*, MBA *Massey*, PhD *Br.Col.*, DipTchg *CCE*, CertTARM *Te Wananga-o-Aotearoa*

**Deputy Heads of School**

- Carol Mutch, BA *Cant.*, MA *N.Lond.*, PhD *Griff.*, DipTchg *CTC*  
 Peter O'Connor, DipTchg *ACE*, DipRSADrama *RCA*, PhD *Griff.*, BA

**School Manager**

...

**Professors**

- ♦2011 Roger Dale, BA(Hons) *Leeds*, PhD *Brist.*, PGCE *Lond.*  
 2003 Robin Small, BSc MA *Cant.*, PhD *ANU*

**Associate Professors**

- 2006 Louisa Allen, MA PhD *Camb.*  
 ♦1990 Eve I. Coxon, DipTchg *Massey*, MA PhD  
 2011 Barbara M. Grant, TTC *Loreto Hall*, MA PhD  
 2011 Carol Mutch, BA *Cant.*, MA *N.Lond.*, PhD *Griff.*, DipTchg *CTC*  
 2010 Peter O'Connor, DipTchg *ACE*, DipRSADrama *RSA*, PhD *Griff.*, BA  
 1996 Elizabeth Rata, DipEd *Massey*, DipTchg *ASTC*, BA MEd PhD

**Principal and Senior Lecturers**

- 2001 Airini, BA MEd *Cant.*, MBA *Massey*, PhD *Br. Col.*, DipTchg *CCE*, CertTARM *Te Wananga-o-Aotearoa*  
 ♦1991 Vicki Carpenter, DipTchg TTC *WCE*, BA MEd PhD  
 2011 Nathalia Jaramillo, BA *UCLA Riverside*, EdM *Harv.*, PhD *UCLA*  
 2010 Diane Mara, MNZM, BA(Hons) PhD DipTESL *Well.*, DipTchg *ACE*, BA MLitt  
 ♦1995 Margaret McLean, BA *Cant.*, PhD *Deakin*, AdvDipTchg DipEHC DipESVI *ACE*, MA  
 2002 Seiuli Luama Sauni, PGDipEd *ACE*, MEd  
 2001 Alexis Siteine, BA *Brigham Young (Hawaii)*, DipTchg *ACE*, MEd

- 2002 Maxine Stephenson, MA PhD  
 2001 Patisepa Tuafuti, MA *Waik.*, DipTESSOL  
 DipSTN DipTchg AdvDipTchg *ACE*  
 2004 Tanya Wendt Samu, DipTchg *ACE*, BA MEd  
 1997 Rod Wills, MA *Massey*, BSocSci  
 DipAppSocStud TCollDip *ACE*

**Lecturers**

- 2004 Manutai Leaupepe, BEd PGDipEd *Massey*  
 DipTchg *NZTert.Coll.*, PIECCADip *ACE*, MEd  
 2004 Tapuai Fa'amalua Tipi, BEd *Massey*, DipTchg *ACE*, PGDipEd  
 2004 Vaovasamanaia Meripa Toso, DipTchg *ACE*, BEd

**Senior Tutor**

- 2006 Claudia Rozas Gomez, MA DipArts DipTchg

**Senior Research Fellow**

- ♦1989 Joce Jesson, DipHSc *Otago*, DipTchg *ASTC*, MA PhD DipGuid, FNZEI

**Research Fellow**

- 2002 Frances Kelly, MA PhD

**Honorary Research Fellows**

- Roger A. Peddie, MA *NZ*, Dipd'EtSup *Poitiers*, PhD  
 DipTchg  
 William G. B. Smith, BA *Car.*, MA *Calg.*, PhD *Br.Col.*,  
 DipArts *Mt Royal Coll.*

**CURRICULUM AND PEDAGOGY****Head of School**

- Judith M. Parr, BSc(Hons) PhD *ANU*, MA DipTchg

**Deputy Heads of School**

- Helen Hedges, BA(Hons) *Well.*, MEd PhD *Massey*,  
 DipTchg *Well.*  
 Gillian Ward, ScEdD *Curtin*, BSc MEdAdmin  
 DipTchg

**School Manager**

- Alison Richardson, BA *Well.*, MMgt *Massey*

**Professors**

- 2012 Janet Gaffney, BA *St Louis*, MEd *Missouri*,  
 PhD *Arizona State*  
 1976 Stuart McNaughton, ONZM, MA PhD  
 2012 John Morgan, BSc(Hons) PGCE *Wales*, MA  
 PhD *Lond.*  
 1990 Judith M. Parr, BSc(Hons) PhD *ANU*, MA  
 DipTchg  
 ♦2009 Richard Tinning, BEd(PE) *W.Aust.*, BEd *La Trobe*, PhD *Ohio State*, DipPE MEd *Melb.*

**Associate Professors**

- 2011 Toni Bruce, BPhEd *Otago*, MSc PhD *Ill.*  
 2010 Ben Dyson, BEd *Otago*, MA *Vic.(BC)*, PhD  
*Ohio State*, DipTchg *DTC*, DipPE *Otago*  
 1989 Bev France, MSc *Surrey*, PhD *Waik.*, DipTchg  
*Cant.*  
 2002 Dawn Garbett, MSc *Curtin*, PhD *Monash*, BSc  
 DipTchg  
 2011 Kumar Laxman, BEng(Hons) *NU Singapore*,  
 PhD *Macq.*, MA PGDipEd *NIE (Singapore)*  
 2012 Val Podmore, BA(Hons) MA *Well.*, PhD *Massey*  
 2010 Richard Pringle, BPhEd *Otago*, MEd *W.Aust.*,  
 PhD *Waik.*, DipTchg *ACE*  
 2011 Lawrence Zhang, BA *Shanghai Int. Stud.*,  
 MA *Northwestern Normal*, MA *Henan*, PhD  
 PGDipELT *Nan. Tech.*

**Principal and Senior Lecturers**

- 2006 Meaola Amituanai-Tolosa, MEd PhD DipTchg  
 1996 Elizabeth Anderson, BA *Cant.*, MEd  
 DipEd(End. ECE) DipEd *Massey*  
 2002 Sally Birdsall, BA MEd PhD GradDipITEd  
*Waik. IT*, DipTchg *ACE*  
 2008 Martin East, BA(Hons) MA *Lond.*, PGCE  
*W.Lond. IHE*, PhD  
 1998 Susan Gray, MA *Well.*, BA PhD DipELT  
 DipTchg  
 1999 Nola Harvey, MEd PGDipLangLit *Waik.*,  
 DipTchg *NSIT*, DipTchg(ECE) *ACE*, TEFL *Trin.*  
*Coll. Lond.*, LTCL, BA  
 2003 Helen Hedges, BA(Hons) *Well.*, MEd PhD  
*Massey*, DipTchg *Well.*  
 ♦2004 Margaret Kitchen, MA PhD DipTchg DipELT  
 DipKorean  
 ♦2003 Mei Kuin Lai, MA PhD  
 1990 Judine Ladbrook, BA(Hons) DipEd PGDipSLT  
*Massey*, DipTchg *CTC*  
 1998 Kerry Lee, BSc *Massey*, MEd DipTchg *ACE*  
 1990 Maureen Legge, MEd PhD *Deakin*, DipPE  
*Otago*, DipEd *Massey*, DipTchg *ASTC*  
 ♦1993 Libby Limbrick, DipTchg *ACE*, MA PhD  
 1995 Gregor Lomas, MathEdD *Curtin*, MSc DipTchg  
 1998 Lesley Lyons, MEd *S.Aust.*, DipTchg  
 HDipTchg DipEI *ACE*  
 1995 Brent Mawson, MA *Cant.*, PhD *Curtin*,  
 PGDipTechEd *Massey*, DipTchg *CCE*,  
 GradDipTchg(ECE)  
 1987 John McCaffery, BA(Hons), DipTESOL *Well.*,  
 DipTchg HDipTchg *WCE*  
 1999 Ann McGlashan, BDes MAandD *Auck.UT*,  
 DipTchg *ACE*  
 1997 Wayne Mills, MNZM, MEd *Waik.*, DipTchg  
*Massey*  
 1974 Kevin Moran, BA(Hons) *Birm.*, MEd PhD  
*Massey*, PGCE *Lough*.  
 2000 Barbara Ormond, DipTchg *ACE*, BTP MA  
 1992 Alan Ovens, MEd *Deakin*, PhD *Qld.*, DipTchg  
*ASTC*, DipPE *Otago*  
 1991 Adrienne Sansom, MA PhD *N. Carolina*,  
*Greensboro*, DipDanceDramaEd HDipTchg  
*ACE*, DipKTchg *AKC*  
 2000 Margaret Sinkinson, BA *Massey*, MEd  
 MEdStud *S.Aust.*, DipEHC HDipTchg *ACE*  
 1980 Jill Smith, MEd *S.Aust.*, DipTchg(Sec) *ACE*,  
 EdD DipFA  
 1990 Wayne Smith, MEd *Deakin*, PhD *Qld.*, DipPE  
*Otago*, DipTchg *ACE*  
 1998 Ros Sullivan, MEd *S.Aust.*, DipTchg *NSTC*, BA  
 1996 Trevor Thwaites, DipTchg *ACE*, BMus MEd  
 PhD  
 1993 Robyn Trinick, BA *Massey*, AdvDipTchg  
*PNTC*, LTCL, MEd PGDipEd  
 1993 Helen Villers, DipEd DipTchg *TTC Waik.*, MEd  
 1998 Gillian Ward, ScEdD *Curtin*, BSc MEdAdmin  
 DipTchg

**Lecturers**

- ♦2003 Margot Bowes, MPhil *Qld.*, DipPE *Otago*,  
 DipTchg *ACE*  
 ♦2004 Maree Jeurissen, BEd *Waik.*, MA *Auck.UT*,  
 DipTESSOL HDipTchg *ACE*  
 2002 Shiree Lee, BEd(Tchg) MEd PGDipEd DipTchg  
 2001 Pamela Perger, MEd DipMathEd DipTchg  
 2007 Louise Sheryn, BSc MEd EdD PGCE(Sec)  
*Leeds*

- 2000 Graeme Severinsen, MEd *Deakin*, GradDipBus  
*Massey*, HDipTchg *ACE*  
 2010 Constanza Tolosa, BA *Universidad de los*  
*Andes, Colombia*, MA *SUNY, Stony Brook*, EdD

**Senior Tutors**

- 2005 Gillian Frankcom, BA *Open(UK)*, MEd  
 1998 Carolyn Haslam, BSc MEd DipTchg  
 ♦2006 Michelle Hesketh, BA(Hons) *Hull*, PGCE  
*Lond.*, PGDipEd  
 ♦2001 Patrice O'Brien, BA *Waik.*, DipTchg *ATC*,  
 MEd PGDipEd  
 2007 Lesley Pohio, DipKTchg AdvDipTchg DipArtEd  
*ACE*, MEd *Unitec*

**Senior Research Fellows**

- 2010 Katie Fitzpatrick, BEd *Cant.*, BSpLS(Hons)  
 PhD *Waik.*, DipTchg *CCE*  
 ♦2012 Sasha Matthewman, MA PGCE *Brist.*

**Professional Teaching Fellows**

- 2012 Sarah Brown, BEd(Tchg) *DCE*, MEd *Massey*  
 1991 Denis Burchill, MSc *Curtin*, BA BSc DipTchg  
 ♦1992 Marineke Goodwin, AdvDipTchg DipTESSOL  
*ACE*, MEd  
 1997 Robert Hoeberigs, DipTchg *ACE*, BFA  
 PGDipEd  
 1992 Peter Hughes, MSc DipTchg  
 2010 Gail Ledger DipEd *ACE*, BEd(Tchg)(Hons)  
 2012 Karen Major, BEd *Sus.*, AdvCertMathEd  
*W.Sus.Inst.*, BEdTchg(Hons) MEd  
 1998 Moira Patterson, BEd *Massey*, DipTchg *ACE*,  
 MEd PGDipEd  
 ♦2008 Tara Remington, MSc *SUNY Cortland*

**LEARNING, DEVELOPMENT AND PROFESSIONAL PRACTICE****Head of School**

Christine Rubie-Davies, BA MEd PhD DipTchg

**Deputy Heads of School**

Viviane M. J. Robinson, PhD *Harv.*, MA, FAERA  
 Helen S. Timperley, DipTchg *PNTC*, MA PhD,  
 DipEdPsych

**School Manager**

Keran Pocklington

**University Distinguished Professor**

1976 Viviane M. J. Robinson, PhD *Harv.*, MA,  
 FAERA

**Professors**

- ♦2010 Patricia Alexander, BA *Bethel*, MA *James*  
*Madison*, PhD *Maryland*  
 ♦2011 Marilyn Cochran-Smith, BA *Wooster*, MEd  
*Cleveland State*, PhD *Penn.*  
 ♦2010 Lorna Earl, BA BEd PhD *W.Ont.*  
 2011 Saville Kushner, BSc(Econ) *Lond.*, AdvDipEd  
*Brist.*, PhD *E.Anglia*  
 ♦2011 Larry Ludlow, MA *Calif. State*, PhD *Chic.*  
 ♦2008 Matthew Sanders, PhD *Qld.*, MA DipEdPsych  
 1997 Helen S. Timperley, DipTchg *PNTC*, MA PhD  
 DipEdPsych

**Associate Professors**

- 2005 Gavin T. L. Brown, BEdTESL *C'dia*, MEd  
*Massey*, PhD  
 1989 Mavis Haigh, PhD *Waik.*, DipTchg *ACE*, BA  
 BSc  
 2005 Mary Hill, BA *Well.*, MEd PhD *Waik.*, DipTchg  
*WTC*

- 1998 Christine Rubie-Davies, BA MEd PhD  
DipTchg  
2011 Timothy Teo, BA(Hons) *Cant.*, MA PhD *Nan. Tech.*, CertEd *NIE (Singapore)*, BA

**Principal and Senior Lecturers**

- 1996 Barbara Backshall, MEd *S.Aust.*,  
DipTchg(ECE) *ACE*, DipScEd  
2002 Maree Davies, BA MEd PGDipEd DipTchg  
DipMathEd  
1991 Helen Dixon, BEd *Waik.*, MEdAdmin *Massey*,  
DipEHC *ACE*, EdD AdvDipTchg DipTchg  
2004 Sandy Farquhar, DipTchg(ECE) *NSTC*, MA  
PhD  
2000 Lynda Garrett, BA *Otago*, MEd *Flin.*, DipTchg  
*Otago*  
1986 Lexie Grudnoff, PhD *Waik.*, DipMan *Henley*,  
HDipTchg DipEd DipEHC *ACE*, MA  
1996 Richard Hamilton, MA PhD *Illinois-Chic.*  
1998 Jenny Harnett, MEd EdD DipTchg *Massey*  
1987 Eleanor Hawe, MEd DipTchg *Waik.*, PhD  
2002 Paul Heyward, DipTchg PGDipEd *ACE*, BA  
MEd  
1991 Diti Hill, DipTchg *ATC*, DipTchg(ECE) (equiv.),  
MA  
2002 Ngair Hoben, MEdAdmin MA EdD DipTchg  
1996 John Hope, DipEd *ACE*, MA PhD  
2000 Anthony Hunt, MEd *Massey*, DipTchg *ACE*,  
DipEdTech *Lond.*, BSc  
2011 Brent Igo, BA *S.Fla.*, MA PhD *Nebraska-  
Lincoln*  
2002 Louise J. Keown, MA PhD  
1987 Frances Langdon, BA *Massey*, MEd MEdStud  
*S.Aust.*, PhD *Waik.*  
2005 Deidre Le Fevre, BEd *Massey*, PhD *Mich.*,  
DipTchg *PNTC*, MEd  
2002 Brian N. Marsh, PGDipEd *Massey*, DipTchg  
*STC (Auck.)*, MA  
1999 Lyn McDonald, BEd MEdAdmin *Massey*,  
DipTchg  
2003 Pamela Millward, DipInfoStud *ACE*, BEd  
*Lond.*, MEdMgt EdD  
1994 Catherine Rawlinson, DipTchg *ACE*, MA PhD  
1992 Jean Rockel, MEd *Massey*, DipEd(ECE End.)  
DipTchg(ECE)  
1999 John Roder, MEd *Massey*, AdvDipTchg *ACE*  
2012 Lorri Santamaria, MA PhD DipTchg  
DipEdAdmin *Arizona*  
2002 Jeanne Sheehan, MEd DipTchg *Massey*, TTC  
*Ardmore TC*  
2009 Claire Sinnema, BEd MEdMgt EdD DipTchg  
2012 Jason M. Stephens, BA *Vermont*, MEd  
*Vanderbilt*, PhD *Stanford*  
2002 Sue Sutherland, MEd *Massey*, DipTchg *ACE*,  
BA  
2002 Joanne Walker, AdvDipTchg DipEOD *ACE*,  
MA DipEdPsych  
1991 Ruth Williams, AdvDipTchg DipTchg DipEHC  
*ACE*, MA EdD

**Lecturers**

- 2011 Pat Bullen, BSc *Loyola (Chicago)*, BA(Hons)  
PhD  
❖2006 Fiona Ell, DipTchg *ACE*, MA PhD  
2003 Esther Fitzpatrick, BEd DipTchg *Waik.*, MEd  
PGDipEd  
2004 Annaline Flint, BA *S.Af.*, HDE *Cape Town*,  
MEd PGDipEd

- 2003 Debora Lee, MA *Otago*, MMed *S.Aust.*,  
HDipTchg DipEI *ACE*, DipKTU *DKC*  
2002 Sue Spooner, MEd *Massey*, HDipTchg  
DipESVI *ACE*  
2002 Melinda Webber, MEd PhD DipTchg PGDipEd

**Professional Teaching Fellows**

- 2002 Sandra Chandler, DipTchg *ACE*, BA  
GradDipEd  
2010 Lindsay Laing, MEdAdmin DipEd *Massey*  
2010 Vivienne Mackisack, PGDipSM *Unitec*, DipSTN  
*ACE*, DipTchg *WCE*, MEd  
1993 Jill Murray, BEd MEdAdmin *Massey*, DipTchg  
*PNTC*  
1997 Heather O'Neill, DipTchg *HTC*, BA MEd *Waik.*  
2012 Judy Taingahue, DipTchg *Ardmore TC*,  
BEd(Tchg) MEd PGDipEd  
❖2011 Tessa Tupai, BEd(Tchg)(Hons) MEd  
2004 Frank Walton, DipTchg *ACE*, BEd PGDipEd  
MEd  
2011 Penelope Watson, LTCL *Lond.*, BA PhD  
PGDipEd

**Senior Tutor**

- 2002 Sheryll McIntosh, MEd DipTchg

**Tutor**

- 2008 Mike Truman, PGDipSptMgt *Massey*

**Research Fellows**

- 2011 Mark Gan, BSc *NU Singapore*, MBA *Sur.*, MEd  
DipDeptMan PGDipEd(Sec) *Nan.Tech.*, PhD  
2012 Jannie van Hees, BEd *Massey*, MA DipTESL  
*Well.*, DipTchg *ACE*, EdD  
2011 Janna Wardman, MEd *Melb.*, PhD

**Honorary Professor**

- John A. C. Hattie, ONZM, MA *Otago*, PhD *Tor.*,  
DipEd PGDipArts *Otago*, DipTchg

**TE PUNA WĀNANGA****Head of School**

- Jenny Lee, BA BEd DipTchg(Sec) *Waik.*, MA EdD

**School Manager**

- Gita Prasad, BA MBA

**Professors**

- 1987 Alison Jones, BSc *Massey*, MPhil PhD  
2009 Stephen May, BA(Hons) *Well.*, MEd *Massey*,  
PhD *Brist.*, DipTchg *CCE*, BA, MRSNZ  
2005 Elizabeth McKinley, BSc *Otago*, MEd PhD  
*Waik.*, DipTchg *CCE*

**Associate Professor**

- 2012 Leonie Pihama, MA PhD

**Principal and Senior Lecturers**

- 1997 Hēmi Dale, DipTchg *ACE*, BA MEd PGDipArts  
2004 Peter J. Keegan, BA(Hons) PhD *Well.*, MPhil  
*Waik.*  
2012 Jenny Lee, BA BEd DipTchg(Sec) *Waik.*, MA  
EdD  
2000 Tauwehe Tāmāti, BEd *ACE*, PGDipInt&Trans  
DipTchg *Waik.*, MEd  
1989 Tony Trinick, HDipTchg *PNTC*, MA  
DipMathsEd

**Lecturers**

- 2003 Te Kawehau Hoskins, MA PhD  
2004 Te Rongopai Morehu, DipTchg *Waik. Polytech.*



2010 Georgina Stewart, EdD *Waik.*, DipTchg ACE, MSc

2002 Kimai Tocker, DipTchg ACE, MEd

#### Professional Teaching Fellows

2012 Maia Hetaraka, BEd(Tchg)(Hons)

2003 Marian Pearce, DipTchg(Primary) DipTchg(EC) ACE, BEd(Tchg) MEd PGDipEd

2011 Veronica Peri, DipTchg ACE, MEd PGDipEd

#### Senior Tutor

2009 Rachael Tūwhangai, BEd DipTchg *Waik.*, MEd MProfStuds PGDipEd

## Faculty of Engineering

### Dean

...

#### Associate Dean Postgraduate (Research)

Michael Neve, BE PhD, MIEEE MIET

#### Associate Dean Postgraduate (Taught)

Seosamh B. Costello, BE NUI, MSc PhD *Birm.*, CEng MIEI

#### Associate Dean (Research)

Enrico Hämmerle, Dipl.-Ing *FH Offenburg*, Dipl.-Ing *Bochum*, Dr.-Ing *Bremen*

#### Associate Dean (Teaching and Learning)

Gerard B. Rowe, ME PhD, MIEEE MIET MIPENZ

#### Director Academic Operations

Nick Brewer, BTech(Hons) MBA, CEng MRAeS, FIMechE

## CHEMICAL AND MATERIALS ENGINEERING

### Head of Department

Brent Young, BE(Hons) PhD *Cant.*, CEng, FICHEM, MIPENZ

### Deputy Head of Department (Academic)

Michael A. Hodgson, BE PhD

### Deputy Head of Department (Postgraduate and Research)

Mark I. Jones, BEng(Hons) PhD *Nott.*, PGCertAcadPrac

### Departmental Manager

Cecilia Lourdes, MMgt GradDipBus

### Professors

2011 Murat Balaban, BSc *METU*, PhD *Wash.*

1994 Neil D. Broom, BE(Hons) *Melb.*, PhD, FRSNZ, MNZOA

1984 John J. J. Chen, BE PhD, CEng, CSci, FRSNZ FICHEM FIPENZ

1997 Mohammed M. Farid, BSc *Baghdad*, MSc PhD *Wales*, CEng, FICHEM

1992 Wei Gao, BE *Northeastern (China)*, ME *BCRI (China)*, DPhil *Oxf.*, FRSNZ FIPENZ, MASM MAIME MTMS MMRS MACA

1991 Margaret M. Hyland, BSc(Hons) *Guelph*, PhD *W.Ont.*, CEng, FICHEM, MTMS MRSNZ

2006 Brent Young, BE(Hons) PhD *Cant.*, CEng, FICHEM

### Emeritus Professors

Geoffrey G. Duffy, BSc ASTC NSW, PhD DEng, FRSNZ FICHEM, CEng

W. George Ferguson, BSc BE NZ, PhD, CEng, CPeng, CSci, FIPENZ FIEAust FIMMM

### Associate Professors

1998 Bryony J. James, BEng *Bath*, PhD, MRSNZ AIM

2010 Ashton Partridge, PhD *La Trobe*, BSc, MNZIC

### Senior Lecturers

2009 Peng Cao, BEng PhD *Qld.*, MRSNZ MIPENZ

2009 Michelle E. Dickinson, MEng *Manc.*, PhD *Rutgers*

1993 Michael A. Hodgson, BE PhD

2005 Mark I. Jones, BEng(Hons) PhD *Nott.*, PGCertAcadPrac

2010 Filipa Silva, BEng(Hons) PhD *Catholic U. Portugal*, MEng *Florida*

2005 Ashvin Thambyah, BSc *Marquette*, MSc DIC *Imperial College*, PhD *NU Singapore*

2008 Wei Yu, BE *Liaoning*, MS PhD *Qu.*

### Research Fellows

2007 Colin S. Doyle, BSc(Hons) NSW, PhD *Stan.*, PGDipForensic

2010 Ahn Tran, BE(Hons) ME PhD

2007 Balan Zhu, BE *Tsinghua*, ME PhD

### Honorary Professors

Xiao Dong Chen, BE *Tsinghua*, PhD *Cant.*, FRSNZ FICHEM, MAICH, CEng

Peter A. Munro, BE PhD *Lond.*, FRSNZ FICHEM, CEng

Mark Taylor, BE PhD, FICHEM, CEng

### Honorary Research Fellows

Jiang Liang, BE *Univ. Sci. Technol., Beijing*, ME *Tianjin*, PhD

Steve Matthews, BE PhD

Zaid S. Saleh, PhD NSW, BSc *UT (Iraq)*, ME, FICHEM, CEng

### Distinguished Designer in Residence

2004 Robert Kirkpatrick, BE PhD *UMIST*, MIPENZ MAICH

## CIVIL AND ENVIRONMENTAL ENGINEERING

### Head of Department

Pierre Quenneville, BE *RMC*, MEng *Montr.*, PhD *Qu.*, MASCE, PEng

### Departmental Manager

Magdalene Woo

### Deputy Head of Department (Academic)

John D. St George, BSc *Lond.*, MSc *Newcastle(UK)*, PhD, CEng, FAusIMM, ARSM, MIMMM

### Deputy Head of Department (Research)

Asaad Y. Shamseldin, BSc *Khartoum*, MSc PhD *NUI Galway*

### Professor of Civil Engineering

1980 Bruce W. Melville, BE PhD, FRSNZDist, FIPENZ, MASCE MIAHR

### Professor of Geotechnical Engineering

1977 Michael J. Pender, BE PhD *Cant.*, FIPENZ, MASCE

### Professor of Timber Engineering

2007 Pierre Quenneville, BE *RMC*, MEng *Montr.*, PhD *Qu.*, MASCE, PEng

### Professor of Transportation Engineering

2007 Avishai Ceder, BSc *Technion*, MSc PhD *UC Berk.*



**Emeritus Professors**

Peter G. Lowe, BE NZ, MA *Camb.*, MEngSc *Syd.*,  
PhD *Lond.*, CEng, FIPENZ, FIEAust, MICE  
Arved Jaan Raudkivi, DipIng (Civil) *Tallinn & T.H.*  
*Braunschweig*, DRIngEh *Braunschweig*, PhD,  
CEng, FICE FIPENZ

**Associate Professors**

1996 Carol A. Boyle, BSc(Hons) *Car.*, MEdes *Calg.*,  
PhD *McM.*, CEng, FIPENZ  
2007 Nawawi Chouw, Dipl.-Ing., Dr.-Ing. *Ruhr*,  
DGEB, EERI, NZSEE  
2008 G. Charles Clifton, BE(Hons) ME *Cant.*, PhD,  
FIPENZ FNZSEE  
❖1972 Roger C. M. Dunn, BE NZ, BSc *Well.*,  
MEngSc NSW, DipTP, FITE FIPENZ  
1995 Jason M. Ingham, ME PhD *Calif.*, MBA,  
MIPENZ MASCE  
2005 Asaad Y. Shamseldin, BSc *Khartoum*, MSc  
PhD *NUI Galway*  
1996 Naresh Singhal, BTech *IIT Bombay*, MS  
*Louisiana St.*, MA PhD *Prin.* MRSNZ  
1996 Suzanne J. Wilkinson, BEng PhD *Oxf. Brookes*

**Senior Lecturers**

2008 Hossam Aboel-Naga, BSc *Zagazig*, MSc *Cairo*,  
PhD *Asian Inst. Technol.*  
2010 Seosamh B. Costello, BE *NUI*, MSc PhD *Birm.*,  
CEng MIEI  
1999 Takis Elefsiniotis, BE *National Technical Univ.*  
*Athens*, MSc *Tor.*, PhD *Br.Col.* PEng  
2004 Elizabeth A. Fassman, BSE *Duke*, MS PhD  
*Virginia*  
2007 Theuns Henning, ME *Pret.*, PhD, PREng  
1980 Thomas J. Larkin, BE PhD DipCounsTh  
2000 Te Kipa Kipa Brian Morgan, GradDipMgt  
MBA *Deakin*, BE PhD, CPEng, FIPENZ  
1989 Hugh W. Morris, ME  
2007 Rolando Orense, MSc *Philippines*, DEng  
*Tokyo*, PEng, MASCE MJSCE  
2007 Prakash Ranjitkar, BE *Tribhuvan*, ME *Asian*  
*Inst. Technol.*, PhD *Hokkaido*, MIPENZ  
2011 Ajit K. Sarmah, BScEng(Hons) *All.*, ME  
*Asian Inst. Technol.*, MS *Qld.*, PhD *Adel.*  
1977 John D. St George, BSc *Lond.*, MSc  
*Newcastle(UK)*, PhD, CEng, FAusIMM, ARSM,  
MIMMM  
2000 Douglas J. Wilson, BE PhD, NZCE, MIPENZ  
2010 Kenneth Tak Wing Yiu, BSc PhD *City HK*,  
MRICS

**Lecturers**

2006 Heide Friedrich, Dipl.-Ing *Berlin*, PhD, MIAHR  
2010 Vicente Gonzalez, BE(Hons) MEng PhD  
*Catholic U. Chile*  
2006 Quincy T. M. Ma, BE(Hons) PhD  
2011 Gary Raftery, BE(Hons) PhD PGCert *NUI*  
*Galway*, MIEI

**Professional Teaching Fellows**

2009 Garry Miller, BSc(Hons) *Durh.*, MBA *Leeds*,  
CEng, MICE MISTructE  
2004 Colin J. Nicholas, ME, FIPENZ, MICE  
MISTructE  
2007 Anthony Swann, BSc *Lond.*, MSc DIC *Imperial*  
*College*, PhD *Birm.*, MIAHR

**EQC Research Fellows in Earthquake Engineering**

2010 Sherif Beskhyroun, BSc(Hons) *Cairo*, MSc  
*Eindhoven UT*, PhD *Kitami IT*

2009 Liam Wotherspoon, BE(Hons) PhD

**Honorary Professor**

Peter Malin, MS *Stan.*, PhD *Prin.*

**Honorary Research Fellow**

Jim Bentley, BSc PhD *Lough.*

**ELECTRICAL AND COMPUTER ENGINEERING****Head of Department**

Zoran Salcic, ME PhD *Sarajevo*, FRSNZ FIET  
FIPENZ SMIEEE

**Departmental Manager**

Aruna Sundar-lal

**Deputy Head of Department (Academic)**

Mark Andrews, BE PhD

**Deputy Head of Department (Research)**

Sing Kiong Nguang, BE PhD *Newcastle(NSW)*,  
SMIEEE

**Professor of Electronics**

1977 John T. Boys, ME PhD, FRSNZ FIPENZ

**Professor of Telecommunications**

1975 Allan G. Williamson, BE PhD, DEng, FIET  
FIPENZ, SMIEEE

**Professor of Computer Systems**

1994 Zoran Salcic, ME PhD *Sarajevo*, FRSNZ FIET  
FIPENZ SMIEEE

**Professor**

1995 Sing Kiong Nguang, BE PhD *Newcastle(NSW)*,  
SMIEEE

**Associate Professors**

1992 Grant A. Covic, BE PhD, SMIEEE  
2000 Aiguo (Patrick) Hu, BE PhD, SMIEEE  
1995 Bruce MacDonald, BE PhD *Cant.*, SMIEEE  
1996 Udaya Madawala, BE(Hons) *S.Lanka*, PhD,  
SMIEEE  
1990 Kevin W. Sowerby, BE PhD, SMIEEE

**Senior Lecturers**

2002 Waleed Abdulla, MSc *Baghdad*, PhD *Otago*,  
MIEEE MIET, APSIPA  
1990 Mark Andrews, BE PhD  
1994 Stevan Berber, BE *Zagreb*, ME *Belgrade*, PhD,  
SMIEEE, JP  
2001 Morteza Biglari-Abhari, MSc *Sharif*, PhD  
*Adel.*, SMIEEE  
1985 Bernard J. Guillemain, NZCS, BE PhD, MIEEE  
2001 Dariusz Kacprzak, MSc *Tech. U. Lublin*, PhD  
*Konazawa*  
2004 Nirmal Nair, BE *Baroda*, ME *IISc*, PhD *Texas*  
*A&M*, SMIEEE, CIGRE  
1995 Michael Neve, BE PhD, MIEEE MIET  
1990 Nitish Patel, BE *M'lore.*, PhD  
2001 Partha S. Roop, BE *Anna*, MTech *IIT*  
*Kharagpur*, PhD *NSW*  
1984 Gerard B. Rowe, ME PhD, MIEEE MIET  
MIPENZ  
2004 Oliver Sinnen, Dipl.-Ing *Aachen*, ME PhD *IST*  
*Lisbon*  
2002 Akshya Swain, MSc *Samb.*, PhD *Sheff.*, FIETE  
*(India)*, MIEEE MIE *(India)*, MISTE *(India)*  
2012 Duleepa J. Thrimawithana, BE(Hons) PhD  
2003 Catherine Watson, BE(Hons) PhD *Cant.*

**Lecturers**

2011 Nasser Giacaman, BE PhD

2011 Rashina Hoda, BSc(Hons) *Louisiana St.*, PhD *Well.*

#### Senior Tutors

2002 Chris Smaill, PhD *Curtin*, BA BSc(Hons) DipTchg, MIEEE  
2001 Su Tang, ME *UESTC*

#### Postdoctoral Research Fellows

2011 Iman T. Ardekani, BSc(Hons) MSc PhD  
2011 Momen Bahadornejad, ME PhD  
2011 Xingyan Li, PhD  
2009 Kevin I-Kai Wang, BE(Hons) PhD, MIEEE

#### Honorary Research Fellow

2009 Denys A. Price, BSc(Hons) PhD

### ENGINEERING SCIENCE

#### Head of Department

Matthias Ehr Gott, MSc PhD Dr.habil *Kaiserslautern*

#### Deputy Heads of Department (Academic)

Rosalind A. Archer, MS PhD *Stan.*, BE  
Martyn Nash, BE PhD

#### Departmental Manager

Daisy Mitchell

#### Professors

2000 Matthias Ehr Gott, MSc PhD Dr.habil *Kaiserslautern*  
2002 Martyn Nash, BE PhD  
1969 Michael J. O'Sullivan, BE NZ, PhD *Cal.Tech.*, BSc ME, FIPENZ  
1986 Andrew B. Philpott BA BSc *Well.*, MPhil PhD *Camb.*

#### Professor of Continuum Mechanics

2012 Jim Denier, BSc(Hons) *Melb.*, PhD *NSW*

#### Professor of Operations Research

1975 David M. Ryan, MSc *Otago*, PhD *ANU*, FRSNZ  
FIPENZ INFORMS Fellow

#### Associate Professors

2000 Iain A. Anderson, ME PhD  
2002 Rosalind A. Archer, MS PhD *Stan.*, BE  
2004 Edmund J. Crampin, BSc(Hons) *Lond.*, DPhil *Oxf.* (jointly with *Auckland Bioengineering Institute*)  
1993 Poul Nielsen, BSc BE PhD

#### Senior Lecturers

2008 John E. Cater, BE PhD *Monash*  
2008 Richard Clarke, MMath PhD *Nott.*  
1999 Piaras A. Kelly, BSc *UCD*, DPhil *Oxf.*  
1992 Andrew J. Mason, PhD *Camb.*, BE  
2001 Michael O'Sullivan, MS PhD *Stan.*, BSc MPhil  
2007 Andrew Taberner, MSc(Tech) PhD *Waik.*  
2002 Charles P. Unsworth, BSc(Hons) MSc PhD *St And.*  
1998 Cameron G. Walker, BSc MA MOR PhD  
2000 Golbon Zakeri, BSc *Iowa*, PhD *Wisconsin-Madison*

#### Lecturers

2012 Anthony Downward, BE PhD  
2009 David S. Long, BS *Tennessee Tech.*, MS PhD *Ill.*  
2012 Thomas G. McKay, BE(Hons) ME PhD  
2009 Andrea Raith, BSc Dipl.-Math *Darmstadt*, PhD  
2007 Vinod Suresh, BTech *IIT Chennai*, MS PhD *Stan.*

#### Professional Teaching Fellows

2008 Peter Bier, BSc *Waik.*, ME  
1991 James B. Greenslade, BSc(Hons) *Cant.*, PGDipEd, PGCertAcadPrac, NZCE, REA, MIEEE  
2005 Amy McLennan, BSc(Hons) GradDipTchg(Sec)  
2009 Keri Moyle, PGDipLATHE *Oxf.*, BE PhD  
2010 Jonathan Pearce, BE PhD

#### Honorary Associate Professor

Donald A. Nield, BD *Otago*, MA *Camb.*, MSc NZ, PhD

### MECHANICAL ENGINEERING

#### Head of Department

Brian Mace, MA DPhil *Oxf.*, MIIAV

#### Deputy Head of Department (Academic)

Peter J. Richards, BSc *Reading*, PhD *CNA*, AMRAeS

#### Deputy Head of Department (Research)

Xun Xu, BE *Shenyang Jianzhu*, ME *Dalian Univ. Technol.*, PhD *UMIST*

#### Departmental Manager

Lesley Darby

#### University Distinguished Professor

1980 Debes Bhattacharyya, ME *Calc.*, PhD *Jad.*, FRSNZ, Dist.FIPENZ

#### Professors

1988 Pradeep K. Bansal, MSc *Roor*, PhD *IIT Delhi*, FASHRAE FIRHACE, MIIR  
1984 Richard G. J. Flay, BE PhD *Cant.*, CEng, FIMEchE FRINA FIPENZ, MASME  
2011 Brian Mace, MA DPhil *Oxf.*, MIIAV  
1982 Gordon D. Mallinson, BSc (Hons) *Well.*, PhD *NSW*, FIPENZ, Mem.IEEE  
2012 Keith Robinson, MSc, FAPM FRSA  
2003 Shane Xie, BE MSc PhD *Huazhong*, PhD *Cant.*  
2011 Peter Xu, ME *Southeast (China)*, PhD *BUAA*, FIPENZ, SMIEEE  
1996 Xun Xu, BE *Shenyang Jianzhu*, ME *Dalian Univ. Technol.*, PhD *UMIST*

#### Associate Professors

2004 Kean C. Aw, CEI(UK), MSc *Brun.*, PhD *Sci.U.Malaysia*, MIE MIEEE  
1999 Simon Bickerton, PhD *Delaware*, BE  
1988 Joseph Deans, BSc PhD *Strath.*, CEng, FIMEchE, FIPENZ  
1994 Enrico Hämmerle, Dipl.-Ing *FH Offenburg*, Dipl.-Ing *Bochum*, Dr.-Ing *Bremen*  
1977 Robert R. Raine, BSc PhD *S'ton.*, MSAE MASME  
1981 Peter J. Richards, BSc *Reading*, PhD *CNA*, AMRAeS

#### Senior Lecturers

2010 Raj Das, BE *Jad.*, PhD *Monash*  
2011 Claire Davies, BSc *Qu.*, MSc *Calg.*, PhD *Wat.*  
1998 C. Roger Halkyard, BSc BE PhD  
1995 Krishnan Jayaraman, BE *Madr.*, ME *Howard*, PhD *Virginia Tech.*  
1999 Richard J. T. Lin, ME *NSYSU*, PhD  
2004 Stuart Norris, PhD *Syd.*, ME  
1986 Rainer H. A. Seidel, Dipl.-Wirtsch.-Ing *Karlsruhe*, PhD  
2010 Mehdi Shahbazpour, BE(Hons) PhD

2001 Rajnish Sharma, BE PhD, MASHRAE MASME  
MAWES MAIAA NZWEA

2004 Karl Stol, BE *Cant.*, MSc PhD *Colorado*

#### Senior Tutor

2001 Martin McCarthy, MEngMgt PhD

#### Research Fellows

2011 Cihan Acar, BE *Bilkent*, ME PhD *Keio*

2010 Quentin Govignon, BE *Bretagne Sud*, MME *Le Havre*, PhD

2006 Jim Lee, MSc ME PhD

2008 Dongyan Liu, BS *Shenyang UT*, ME  
*Northeastern Univ.*, PhD *Chinese Acad. Sci.*

2009 Sanjeev Rao, BE *B'lore.*, ME PhD

2010 Arcot A. Somashekar, BE *B'lore.*, ME PhD

#### Senior Research Associate

2006 Mark Battley, BE PhD (*jointly with Centre for  
Advanced Composite Materials*)

#### Visiting Professor

2004 Stoyko Fakirov, MS DSc *Sofia*, PhD  
*Lomonossov State*

#### Honorary Research Fellow

Shamil Galiyev, MSc *Kazan*, PhD *Leningrad*, DSc  
*Kiev*

## Faculty of Law

#### Dean

Andrew Stockley, BA LLB *Well.*, BA(Hons) *Cant.*,  
PhD *Camb.*, MA DPhil *Oxf.*

#### Deputy Dean

Elsabe Schoeman, BLC *Pret.*, LLB LLD *S.Af.*

#### Associate Dean (Academic)

Rosemary Tobin, DipEd *Massey*, BA LLB(Hons)  
MJur PhD

#### Associate Dean (Administration)

Stephen F. Penk, MA PGDA *Otago*, BA LLB(Hons)  
LLM

#### Associate Dean (International)

David P. Grinlinton, BA *Massey*, LLM *W.Aust.*,  
LLB(Hons)

#### Associate Dean (Māori)

Khylee E. Quince, BA LLB(Hons) LLM

#### Associate Dean (Postgraduate)

Paul A. Myburgh, BA(Hons) BLC LLM *Pret.*

#### Associate Dean (Research)

Janet M. McLean, LLB(Hons) *Well.*, LLM *Michigan*

#### Faculty Registrar

Ada Marama, BA MBS PGDipBusAdmin *Massey*

## RESEARCH UNITS, CENTRES AND INSTITUTES

### New Zealand Centre for Environmental Law

#### Director

Klaus Bosselmann, DrIur *FU Berlin*

### Research Centre for Business Law

#### Director

...

## LAW

#### Professors

❖2005 Jeff Berryman, LLM *Dal.*, LLB(Hons), MJur

1988 Klaus Bosselmann, DrIur *FU Berlin*

1983 Warren J. Brookbanks, LLM

1994 Bruce V. Harris, LLB(Hons) LLD *Otago*, LLM  
*Harv.*

1979 Jane Kelsey, LLB(Hons) *Well.*, BCL *Oxf.*, MPhil  
*Camb.*, PhD

2011 Janet M. McLean, LLB(Hons) *Well.*, LLM  
*Michigan*

2010 Ron Paterson, ONZM, BCL *Oxf.*, LLB(Hons)

1987 Paul T. Rishworth, LLB(Hons) MJur

1985 Peter G. Watts, LLB(Hons) *Cant.*, LLM *Camb.*

1974 David V. Williams, BA LLB *Well.*, BCL  
DipTheol *Oxf.*, PhD *Dar.*

#### Associate Professors

1992 Peter Devonshire, LLB(Hons) *Birm.*, LLM *Alta.*,  
PhD

1999 Treasa Dunworth, LLM *Harv.*, LLB(Hons)

1991 David P. Grinlinton, BA *Massey*, LLM *W.Aust.*,  
LLB(Hons)

2003 Michael Littlewood, PhD *HK*, BA LLB(Hons)

1986 Joanna M. Manning, MCompL *George Wash.*,  
BA LLB(Hons)

1995 Paul A. Myburgh, BA(Hons) BLC LLM *Pret.*

1992 Scott L. Optican, BA *Calif.*, MPhil *Camb.*, JD  
*Harv.*

1969 Ken A. Palmer, LLM *Harv.*, *Auck.*, SJD *Virginia*

2002 Elsabe Schoeman, BLC *Pret.*, LLB LLD *S.Af.*

1974 Pauline Tapp, LLB(Hons) MJur

1991 Rosemary Tobin, DipEd *Massey*, BA  
LLB(Hons) MJur PhD

1999 Julia R. Tolmie, LLM *Harv.*, LLB(Hons)

1992 Nin Tomas, BA LLB(Hons) PhD

#### Senior Lecturers

2007 Mohsen Al Attar, BCL *Ott.*, LLM *Texas*, LLM  
*Stockholm*

2013 Claire Charters, BA LLB(Hons) *Otago*, LLM  
*NYU*, PhD *Camb.*

2007 Alison Cleland, LLB(Hons) *Edin.*, LLM *Leic.*,  
DipLP *Edin.*

2003 Caroline Foster, BA LLB(Hons) *Cant.*, LLM  
PhD *Camb.*

2007 Kris Gledhill, BA Juris *Oxf.*, LLM *Virginia*

2005 John Ip, LLM *Col.*, BA LLB(Hons)

2005 Amokura Kawharu, LLM *Camb.*, BA  
LLB(Hons)

❖2001 Georgos Mousourakis, LLB *Athens*, MJur  
*Manc.*, PhD *Edin.*

1977 Stephen F. Penk, MA PGDA *Otago*, BA  
LLB(Hons) LLM

1997 Khylee E. Quince, BA LLB(Hons) LLM

2002 Paul Sumpter, LLM *Lond.*, LLB MA

2004 Hanna Wilberg, BA LLB(Hons) *Otago*, BCL  
MPhil *Oxf.*

1983 Gordon L. Williams, BCom LLM, ACA

#### Lecturers

2012 Natalie Coates, BA(Hons) LLB(Hons) *Otago*,  
LLM *Harv.*

2012 Rohan Havelock, LLM *Camb.*, BA LLB(Hons)

2012 Marcus Roberts, BA LLB(Hons) LLM

2009 Katherine Sanders, LLM *Yale*, BA LLB(Hons)

#### Professional Teaching Fellow

1972 Bill Hodge, BA *Harv.*, JD *Stan.*



**Honorary Professor**David A. R. Williams, QC, LLM *Harv.*, LLB**Faculty of Medical and Health Sciences****Dean**John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ**Executive Assistant to the Dean**

Salomé Schlebusch

**Deputy Dean**

Ian R. Reid, BSc, MBChB MD, FRACP FRCP FRSNZ

**Director of Operations**

Richard Swain, BCom, CA

**Director of Finance and Planning**

Jane Koch, ACMA

**Tumuaki, Deputy Dean (Māori)**M. J. Papaarangi Reid, DipComH *Otago*, BSc, MBChB, DipObst, FNZCPHM**Associate Dean (Education)**

Mark Barrow, MSc EdD DipTchg

**Associate Dean (Equity)**Nicolette Sheridan, DipOHP *Otago*, MPH PhD DipTchg, RN**Associate Dean (Health Workforce)**Des F. Gorman, PhD *Syd.*, BSc MBChB MD, FACOM FAFOM**Associate Dean (Postgraduate)**

Ross McCormick, MBChB MSc PhD, FRNZCGP FACHAM

**Associate Dean (Research)**

Louise F. B. Nicholson, MSc PhD DipTchg

**Acting Assistant Dean, Waitemata**Martin J. Connolly, MBBS MD *Newcastle(UK)*, FRCP FRACP**Assistant Dean, South Auckland**

Andrew G. Hill, MBChB MD EdD, FRACS FACS

**Assistant Dean, Waikato**Ross Lawrenson, MBBS MD *Lond.*, DipComH *Otago*, DRCOG(UK) DHMSA(UK), FAFPHM FFPH FRCGP**Head of Medical Programme**Warwick Bagge, MBBCh *Witw.*, MD, FRACP**RESEARCH UNITS, CENTRES AND INSTITUTES****Centre for Advanced Magnetic Resonance Imaging****Director**

Brett R. Cowan, BE(Hons) MBChB

**Centre for Brain Research****Director**Richard L. M. Faull, ONZM, BMedSc MBChB *Otago*, PhD DSc, FRSNZ**Deputy Directors**P. Alan Barber, MBChB *Otago*, PhD *Melb.*, FRACP  
Peter Thorne, CNZM, BSc DipSc *Otago*, PhD**Associate Director**Ian Kirk, BSc PhD *Otago***Centre for Longitudinal Research****Director**Susan Morton, BSc(Hons) *Well.*, PhD DipPHTM  
*Lond.*, MBChB, FAFPHM FNZCPHM**Associate Directors**Polly Atatoa-Carr, BSc *Waik.*, MSc MBChB MPH, FAFPHM FNZCPHMCameron C. Grant, MBChB *Otago*, PhD, FRACP FAAP**Centre for Mental Health Research Policy and Service Development****Director**

Brian McKenna, BA MHSc PhD, RN

**New Zealand National Eye Centre****Director**Charles N. J. McGhee, MBChB BSc *Glas.*, PhD  
*Dund.*, FRCSGlas FRCOphth(UK) FRANZCO FRSA**Deputy Director**Paul Donaldson, BSc(Hons) PhD *Otago***Manager**Suzanne Raynel, MA *Well.*, BHSc *Auck.UT*, ADN  
*Waik. Polytech.*, OND(UK)**SCHOOL OF MEDICAL SCIENCES****Head of School**Paul Donaldson, BSc(Hons) PhD *Otago***Academic Director**

Roger J. Booth, MSc PhD

**Manager**Stuart Glasson, NZCE NZTC *Auck.UT*.**ANATOMY WITH RADIOLOGY****Head of Department**

Alistair A. Young, ME PhD

**Administrator**

Valerie McMurtry

**University Distinguished Professor**1978 Richard L. M. Faull, ONZM, BMedSc MBChB  
*Otago*, PhD DSc, FRSNZ**Professors of Anatomy**1989 Louise F. B. Nicholson, MSc PhD DipTchg  
1984 J. Martin Wild, MA *Cant.*, PhD DSc**Head of Discipline, Radiology**

Alistair A. Young, ME PhD

**Emeritus Professor**Stuart W. Heap, MBBS *Lond.*, FRACR FRCP**Associate Professor in Anatomy**1976 Mervyn J. Merrilees, BSc *Otago*, PhD *Tor.*,  
DSc *Otago***Associate Professor in Biomedical Imaging**1996 Alistair A. Young, ME PhD (*jointly with*  
*Physiology*)**Adjunct Associate Professors in Radiology**2011 Brett R. Cowan, BE (Hons) MBChB  
2011 Christopher J. Occleshaw, MBChB



**Associate Professors in Radiology**

- 1999 Colleen J. Bergin, BSc MBChB, FRACPS  
 2007 Anthony Doyle, MBChB *Otago*, Amer B Cert Radiology, BSc, FRANCCP  
 2005 Andrew H. Holden, MBChB, FRANZCR

**Senior Lecturers in Anatomy**

- 1995 Saad Y. Al-Ali, MBChB *Mosul*, PhD *Lond.*  
 2007 Maurice A. Curtis, BHSc *Unitec*, MSc PhD  
 2002 M. Fabiana Kubke, Lic *Buenos Aires*, MSc PhD *Conn.*

**Lecturer in Cell and Molecular Imaging**

- 2002 Susan McGlashan, BSc *Leeds*, PhD *Lond.*

**Senior Tutor**

- 2000 Peter Riordan, MSc *Waik.*

**Professional Teaching Fellow**

- 2010 Angela Tsai, BSc(Hons)

**Senior Research Fellow**

- 2001 Henry J. Waldvogel, MSc PhD

**Research Fellows**

- 2011 Victor Dieriks, MSc *Leuven*, MSc PhD *Ghent*  
 2008 Hector J. Monzo Gil, MSc PhD *Brist.*  
 2006 Simon O'Carroll, MSc *Cant.*, PhD  
 2011 Avan Suinesiaputra, BE *Bandung IT*, MSc *Amsterdam*, PhD *Leiden (jointly with Auckland Bioengineering Institute)*

**Clinical Senior Lecturers in Radiology**

- Mary Louise Herdson, BSc MBChB, FRANZCR  
 Barbara S. Hochstein, MBChB *Otago*, DRANZCR, FRANZCR

**Clinical Lecturer in Anatomy**

- Keryn Reilly, MBChB

**Honorary Professor in Radiology**

- Rita Ann Teele, BA MD

**Honorary Associate Professors**

- Brenda V. Dawson, BA *Keele*, MD *Arizona*, FASCP FCAP  
 Cynthia G. Jensen, AB(Hons) *Brown*, PhD *Minn.*  
 C. Anthony Poole, BSc PhD *Otago*

**Honorary Lecturers**

- Elizabeth M. Culav, DipPhysiol BPhyTher *Manit.*, MHSc  
 Russel Metcalfe, MBChB, DRACR, FRANZCR

**Honorary Academic**

- Shamim Shaikh, MSc PhD DMLT *Mumbai*

**Honorary Clinical Senior Lecturer**

- Peter S. Johnston, MBChB, FRACS

**AUCKLAND CANCER SOCIETY RESEARCH CENTRE****Director**

- William A. Denny, ONZM, MSc PhD DSc, FRSNZ, FNZIC

**Co-Directors**

- Bruce C. Baguley, ONZM, MSc PhD, FRSNZ  
 Mark J. McKeage, MBChB *Otago*, PhD *Lond.*, MMedSc, FRACP

**Administrator**

- Mark Grant, BSc(Hons) *Cardiff*

**University Distinguished Professors**

- 1968 Bruce C. Baguley, ONZM, MSc PhD, FRSNZ

- 1972 William A. Denny, ONZM, MSc PhD DSc, FRSNZ FNZIC

**Professors**

- 1988 Lynnette R. Ferguson, QSO, DPhil *Oxf.*, DSc, FNZIFST (*jointly with Nutrition*)  
 1980 William R. Wilson, BSc *Well.*, PhD, FRSNZ

**Associate Professors**

- 1993 Robert F. Anderson, MSc PhD, CChem, FRSC FNZIC  
 1987 Lai-Ming Ching, MSc PhD  
 1991 Michael P. Hay, BSc(Hons) PhD *Cant.*  
 1984 Brian D. Palmer, MSc DIC *Lond.*, PhD  
 1980 Gordon W. Rewcastle, MSc PhD, FNZIC

**Lecturer**

- 2010 Karen Bishop, MSc PhD *Kwazulu-Natal*

**Senior Research Fellows**

- 2002 Adrian Blaser, MSc PhD *Bern.*  
 2008 Jack Flanagan, BSc(Hons) *Well.*, PhD ANU  
 1992 Swarna A. Gamage, BSc(Hons) *Kelaniya*, PhD *Otago*  
 1999 Kevin O. Hicks, BSc BVSc *Massey*, PhD  
 2003 Jackie D. Kendall, MSc PhD *Nott.*  
 1987 Ho H. Lee, BSc *Sing.*, MSc *Waik.*, PhD  
 1995 Euphemia Leung, MSc *Western Kentucky*, PhD (*jointly with Molecular Medicine and Pathology*)  
 2004 Guo-Liang Lu, MSc *Hebei Normal*, PhD *Nankai*  
 2001 Adam V. Patterson, BA(Hons) *Oxf.*, PhD *Oxf. Brookes*  
 1992 Frederik Pruijn, MSc PhD *VU Amsterdam*  
 1994 Jeffrey B. Smaill, BSc(Hons) PhD *Otago*  
 1995 Julie A. Spicer, BSc(Hons) PhD *Massey*  
 2001 Hamish S. Sutherland, MSc PhD  
 1991 Moana Tercel, PhD *Camb.*, MSc  
 1991 Andrew M. Thompson, BSc(Hons) PhD *Cant.*  
 2009 Jingli Wang, MSc *Fudan*, PhD *Stan.*

**Research Fellows**

- 2007 Maria Rosaria Abbattista, PhD *Bari*  
 2005 Amir Ashoorzadeh, MSc PhD  
 2011 Marjan Askarian-Amiri, MSc PhD *Otago*  
 2008 Shannon L. Black, MSc *P.Elizabeth*, PhD *Bath*  
 2008 Muriel Bonnet, MSc *Rennes*, PhD *Ecole Nat. Supérieure Chimie Rennes*  
 2003 Darby G. Brooke, BSc(Hons) PhD *Cant.*  
 2011 Sandy Chen, BSc(Hons) PhD  
 2011 Peter Choi, BSc(Hons) PhD  
 2008 Anna Giddens, MSc PhD  
 2011 Yongchuan Gu, MSc *China Pharmaceutical*, PhD  
 2006 Christopher P. Guise, BSc PhD *Warw.*  
 2005 Jagdish K. Jaiswal, MPharm *Jad.*, PhD *All India IMS*  
 2008 Stephen M. Jamieson, MSc PhD  
 2010 Ji Eun Kim, BSc(Hons) PhD *Stan.*  
 2010 Andrew Marshall, MSc PhD  
 2006 Christian K. Miller, BSc(Hons) *Herts.*, PhD *Bath*  
 2009 Patrick O'Connor, BSc *Massey*, PhD ANU  
 2000 Ralph J. Stevenson, MSc PhD  
 2009 Amy Tong, BSc(Hons) PhD

**Honorary Professors**

- Michael P. Findlay, MBChB MD *Otago*, FRACP  
 Peter Shepherd, BSc PhD *Massey*

**Honorary Associate Professor**

James W. Paxton, BSc PhD *Glas.*

**Honorary Senior Lecturers**

Nuala Helsby, BSc(Hons) *Staff.*, PhD *Liv.*

Andrew N. Shelling, BPhEd BSc(Hons), PhD *Otago*  
(jointly with *Molecular Medicine and Pathology*  
and *Obstetrics and Gynaecology*)

**Honorary Senior Research Fellow**

Graeme J. Finlay, BTh S.Af., MSc PhD

**Honorary Clinical Senior Lecturer**

Michael Jameson, MBChB PhD, FRACP FRCPEd

**MOLECULAR MEDICINE AND PATHOLOGY****Head of Department**

Peter J. Browett, BMedSci MBChB *Otago*, FRACP  
FRCPA

**Senior Department Secretary**

Robyn R. McDonald

**Professors**

1989 Peter J. Browett, BMedSci MBChB *Otago*,  
FRACP FRCPA

1991 Kathryn E. Crosier, ONZM, MBChB *Otago*,  
PhD, FRACP FRCPA

1987 Philip S. Crosier, MSc PhD *Otago*

1988 Mike Dragunow, MSc PhD *Otago* (jointly with  
*Pharmacology*)

1996 Matthew J. During, BSc MBChB DSc, FRACP  
FACP FAAS

1989 John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ

1992 Fiona M. McQueen, MBChB *Otago*, MD,  
FRACP

2004 Peter Shepherd, BSc PhD *Massey*

**Emeritus Professor of Experimental Pathology**

John Gavin, BDS NZ, PhD DDS DSc HonDSc *Otago*,  
FRCPATH FRCPA FFOF

**Associate Professors**

1984 Roger J. Booth, MSc PhD (jointly with  
*Psychological Medicine*)

2010 Alan J. Davidson, BSc(Hons) PhD

1988 Geoffrey W. Krissansen, BSc(Hons) PhD *Otago*

2005 Cris Print, MBChB PhD

1995 Thomas K. Proft, MSc PhD *Heidelberg*

1995 Andrew N. Shelling, BPhEd BSc(Hons)  
PhD *Otago* (jointly with *Obstetrics and*  
*Gynaecology*)

1988 Mark G. Thomas, MBChB MD DipObst,  
FRACP

1997 Debbie Young, MSc *Otago*, PhD (jointly with  
*Pharmacology*)

**Senior Lecturers**

2003 Leanne C. Berkahn, MBChB *Otago*, FRACP  
FRCPA

2001 Graeme J. Finlay, BTh S.Af., MSc PhD

1998 Nuala Helsby, BSc(Hons) *Staff.*, PhD *Liv.*

2003 Maggie Kalev, MBChB *Szczecin (Poland)*, PhD,  
FRCPA

2008 Stephen Ritchie, MBChB PhD, FRACP

2001 Simon Swift, BSc(Hons) PhD *Nott.*

2009 Laura Young, MBChB, FRACP FRCPA

**Senior Research Fellows**

2005 Christopher Hall, BTech(Hons) PhD

2009 Annette Lasham, BSc *Lond.*, PhD *Camb.*

1995 Euphemia Leung, MSc *Western Kentucky*,  
PhD (jointly with *Auckland Cancer Society*  
*Research Centre*)

1993 Kathleen G. Mountjoy, BSc *Massey*, PhD  
(jointly with *Physiology*)

2009 Siouxi Wiles, BSc(Hons) *Edin.*, PhD *Oxf.*

**Research Fellows**

2011 Hiromitsu Araki, MSc *Osaka*, PhD *Kyushu*

2011 Jonathan Astin, BSc(Hons) *Massey*, PhD  
*Brist.*

2009 Cherie Blenkiron, BSc *Nott.*, PhD *Edin.*

1999 Christina M. Buchanan, MSc *Waik.*, PhD

2008 Emmanuelle Cognard, MSc *ENSAR*, PhD *Nice*  
*Sophia Antipolis*, MAnimBiol *ENSAR/Rennes*

2011 James P. Dalton, PhD *NUI (Cork)*

2010 Silva Holtfreter, DipHumanBio PhD  
*Greifswald*

2011 Daniel Hurley, MSc PhD

2010 Hyun-Sun Jin, MAppSci NSW, PhD *Korea*

2006 Ries Langley, MSc PhD

2009 Jacelyn Mei San Loh, BTech(Hons) PhD

1997 Alexandre I. Muravlev, BSc PhD *Novosibirsk*

2011 Richard Naylor, BSc(Hons) PhD *Warw.*

2006 Fiona J. Radcliff, BSc(Hons) *Tas.*, PhD *NSW*

2009 Greg Smith, BA *Massey*, BSc *Otago*, MSc PhD

2011 Li Wang, PhD

**Honorary Professors of Molecular Medicine**

Peter L. Bergquist, MSc NZ, PhD DSc, FRSNZ

Kennedy F. Shortridge, BSc *Qu.*, PhD *Lond.*

**Honorary Senior Research Fellows in Molecular Medicine and Pathology**

William G. H. Abbott, MBChB PhD, FRACP

Shiva Reddy, MSc DipSc *Otago*, DipTchg *ACE*, PhD

Mark Rees, BSc(Hons) PhD *Cardiff*, MRCPATH(*Lond.*)

Russell G. Snell, MSc *Otago*, PhD *Cardiff* (jointly  
with *Anatomy*)

Kevin (Xueying) Sun, MD PhD *Shandong*

Neil S. Van de Water, BSc *Massey*, PhD *Lond.*,  
DipSc *Massey*

**Honorary Clinical Associate Professors**

Rohan Ameratunga, MBChB PhD, DipABMLI,  
FRACP FRCPA

Hilary A. Blacklock, MBChB *Otago*, FRACP FRCPA

James S. Davidson, BSc *Natal*, MA *Camb.*, MBChB  
PhD *Cape Town*, FCPATH S.Af., FRCPATH(UK)

Paul A. Ockelford, BSc MBChB, FRACP FRCPA

D. Graeme Woodfield, MBChB NZ, PhD *Edin.*, FRCP  
FRCPA

**Honorary Clinical Senior Lecturers**

Emma Best, DTM&H *Lond.*, MBChB MMed NSW,  
DipPaeds, FRACP

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

Michael Dray, MBChB *Otago*, FRCPA

Patrick Emanuel, MBChB *Otago*, DipArts *Massey*,  
FCAP FASDP

Peter Flannagan, BMBS *Nott.*, FRCP FRCPATH  
FRCPA

Rick A. Franklin, MBChB *Otago*, DipVenereology  
*Lond.*, BSc DipObst, FACSHP

Tim E. Hawkins, MBChB, FRACP, FRCPA  
 Ross Henderson, MBChB PhD, FRACP FRCPA  
 Sharon R. Jackson, MBChB, FRACP FRCPA  
 Campbell V. Kyle, PhD *Utah*, MBChB MMedSci  
 DipObst, FRACP  
 Claire McLintock, MBChB *Edin.*, FRACP FRCPA  
 Susan Parry, MBChB, FRACP (*jointly with Medicine*)  
 Murray R. Reid, DipObst DCH DipVenereology  
*Lond.*, MPH, FACSH  
 Sally Roberts, BSc MBChB, FRACP FRCPA  
 Gordon A. Royle, MMedSc MBChB, FMGEMS  
 FRCPA  
 David R. Simpson, MBChB, FRACP FRCPA  
 Simon R. Stables, MBChB *Otago*, FRCPA  
 Pennie J. Symmans, MBChB, FRCPA  
 Susan L. Taylor, MBChB, FRCPA  
 Edward P. Theakston, MBChB, FRCPA  
 Arlo Upton, MBChB *Otago*, FRACP FRCPA  
 Jane C. Vuletic, MBChB, FRACS FRCPA  
 Leon Jonathan Zwi, BSc MBBCh Wits., PhD, FRCPA

## NUTRITION

### Head of Discipline

Lynnette R. Ferguson, QSO, DPhil *Oxf.*, DSc,  
 FNZIFST

### Administrator

Fleur Daji

### Professor

1988 Lynnette R. Ferguson, QSO, DPhil *Oxf.*, DSc,  
 FNZIFST (*jointly with Auckland Cancer Society  
 Research Centre*)

### Senior Lecturer

2006 Clare Wall, BSc *Wales*, MAppSc PhD *Qld.UT*

### Research Fellows

2010 Karen Bishop, MSc PhD *Kwazulu-Natal*  
 2010 Dug Yeo Han, PhD  
 2005 Claudia Huebner, MSc *Jena*, PhD *Wuerzburg*  
 2001 Nishi Karunasinghe, BSc *Colombo*, MPhil  
*Kelaniya*, PhD *Macq.* (*jointly with Auckland  
 Cancer Society Research Centre*)  
 2010 Gareth Morton, MSc PhD *Durh.*

## ONCOLOGY

### Head

Michael P. Findlay, MBChB MD *Otago*, FRACP

### Professor

2002 Michael P. Findlay, MBChB MD *Otago*, FRACP  
 (*jointly with Auckland Cancer Society Research  
 Centre*)

### Personal Assistant/Administrator

Kasturi Naicker

### Research Manager: Cancer Trials New Zealand

Sarah Benge, BSc PhD *S'ton*

### 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

Gill Campbell, MBChB *Dund.*, FRANZCR  
 John Childs, MBChB, FRACP FRANZCR  
 Peter Fong, MBChB, FRACP  
 Fritha Hanning, MBChB, FRACP

George Laking, BMedSc *Manc.*, MBChB *Otago*, PhD  
*Lond.*

Andrew Macann, MBChB, FRANZCR

Michael McCrystal, MBChB, FRACP

Anne O'Callaghan, MBBS *Lond.*, FACHPM,  
 MRCP(UK)

Maria Pearse, MBChB *Otago*, FRANZCR

David J. Porter, MBChB *Otago*, MD *Newcastle(UK)*,  
 DipObst, FRACP

Giuseppe Sasso MBChB MD *SUN*, FRANZCR

Richard Sullivan, MBChB *Otago*, FRACP

Paul Thompson, MBChB MD, FRACP

### Honorary Clinical Lecturers

Reuben Broom, MBChB, FRACP

Hedley Krawitz, MBChB M.Med *Witw.*, FRANZCR

### Honorary Research Fellow

Sanjeev Deva, MBChB, FRACP

## PHARMACOLOGY AND CLINICAL PHARMACOLOGY

### Head of Department

Michelle Glass, BSc PhD

### Administrator

Kavita Hussein

### Professors

1988 Michael Dragunow, MSc PhD *Otago*

1983 Nicholas H. G. Holford, MSc MBChB *Manc.*,  
 FRACP, MRCP

### Associate Professors

2000 Bronwen Connor, BSc PhD

2000 Michelle Glass, BSc PhD

1996 Mark J. McKeage, MBChB *Otago*, PhD *Lond.*,  
 MMedSc, FRACP (*jointly with Auckland Cancer  
 Society Research Centre*)

1976 James W. Paxton, BSc PhD *Glas.*

1997 Malcolm Tingle, BSc PhD *Liv.*

1997 Deborah Young, MSc *Otago*, PhD (*jointly with  
 Molecular Medicine and Pathology*)

### Senior Lecturer

2012 Susannah O'Sullivan, MBChB PhD, FRACP

### Professional Teaching Fellow

2011 Bronwen Pearson, MSc

### Senior Tutors

2001 Liam Anderson, BTech PGDipForensic

2006 Deanna Bell, MSc PhD

2005 Rachel Cameron, BSc(Hons) PhD

2008 Leslie Schwarcz, BA *UC Santa Cruz*, PhD  
*Oregon*

### Senior Research Fellow

2004 Scott Graham, BSc(Hons) *Strath.*, PhD *Aberd.*

### Research Fellows

1999 Hannah Gibbons, BSc(Hons) *W.England*, PhD

2010 Natasha Grimsey, BCom BSc(Hons) PhD

2004 Scott Graham, BSc(Hons) *Strath.*, PhD *Aberd.*

2011 Michelle Hunt, BBmedSc(Hons) *Well.*, PhD  
*Otago*

2011 Joanne Lim, MSc PhD

2001 Johnson Liu, MSc *Xian*, PhD *Guangzhou*

2008 Christof Maucksch, BPharm *Regensburg*, PhD  
*Berlin*

2011 Pritika Narayan, MSc PhD

2011 Thomas In-Hyeup Park, BSc(Hons) PhD

2002 Lian Wu, BMed *Shanghai*, MHSc PhD



**Honorary Associate Professors**

Trevor Speight, DipPharm NZ

David Woolner, BSc(Hons) MBBS *Lond.*, FANZCA, FFPM**Honorary Senior Lecturer**Glen Reid, MSc PhD *Göttingen***Honorary Research Fellow**Shu Chin Ma, MSc *Cornell*, MPhil PhD *Yale***Honorary Clinical Associate Professor**Robin Briant, CBE, MBChB *Otago*, MD, FRACP**PHYSIOLOGY****Head of Department**Alistair Gunn, MBChB *Otago*, PhD, FRACP**Personal Assistant/Academic Administrator**

Megan Spiers

**Professor of Neurophysiology**1986 Janusz Lipski, MD PhD DSc *Warsaw***Professors**

1996 Laura Bennet, MA PhD

1994 Alistair Gunn, MBChB *Otago*, PhD, FRACP1977 Bruce Smaill, BE BSc(Hons) *Cant.*, DIC PhD *Lond.* (jointly with *Auckland Bioengineering Institute*)1990 Peter Thorne, CNZM, BSc DipSc *Otago*, PhD (jointly with *Audiology*)**Associate Professors**

1995 Ian LeGrice, BE MBChB PhD DipTP

1982 Denis Loiselle, MSc *Alta.*, PhD *Dal.*, DipPhEd *Otago* (jointly with *Auckland Bioengineering Institute*)1996 Simon Malpas, BSc *Well.*, PhD *Otago*1998 Christian Soeller, DipPhys *Goettingen*, PhD1996 Alistair A. Young, BE(Hons) ME PhD (jointly with *Anatomy with Radiology*)**Senior Lecturers**1999 Carolyn J. Barrett, BSc(Hons) PhD *Otago*2004 Johanna Montgomery, BSc(Hons) PhD *Otago*1993 Kathleen Mountjoy, BSc(Hons) *Massey*, PhD (jointly with *Molecular Medicine and Pathology*)1994 Srdjan Vlajkovic, MD MSc PhD *Belgrade*

1994 Marie Ward, MSc, PhD

**Lecturer**2012 Justin Dean, BSc MSc(Tech) *Waik.*, PhD**Senior Tutors**2005 Anuj Bhargava, MBChB *Bom.*, PGDipSci *Otago*

2008 Monica Kam, BTech(Hons) PhD

2005 Raj Selvaratnam, MSc *Otago*, PhD**Senior Research Fellow**

2002 Sarah-Jane Guild, ME PhD

**Research Fellows**2008 David Baddeley, MSc PhD *Heidelberg*

2010 Meagan Barclay, BSc(Hons) PhD

2006 David Crossman BSc(Hons) *Otago*, PhD

2011 Joanne Davidson, BSc(Hons) PhD

2011 Peter Freestone, BSc(Hons) PhD

2002 Sherly George, MSc PhD *Calicut*2011 Maarten Koeners, PhD *Utrecht*2008 Sam Mathai, MSc *SP*, PhD *Calicut*2006 Ravindra Telang, BVSc&AH *Bom.*, MVSc PhD *IVRI* (jointly with *Audiology*)2010 Charlotte Thynne, BBiomedSc(Hons) PhD *Otago***Honorary Professor**

Gary Housley, MSc PhD

**Honorary Associate Professor**Greg Funk, BSc PhD *Br.Col.***Honorary Senior Lecturers**Noel J. Dawson, BSc(Hons) PhD *NE*

Mhoyra Fraser, BSc MPhil PhD

**Honorary Lecturer**Bruce A. Scroggins, BAgSc *NZ*, MAgr *Cant.*, PhD *Melb.***Honorary Clinical Lecturer**

Michael Eade, MBChB MD, FRACP

**SCHOOL OF MEDICINE****Head of School of Medicine**Alan F. Merry, ONZM, MBChB *Z'bwe*, MRCS *Eng.*, LRCP *Lond.*, DipObst, FANZCA FFFPMANZCA FRCA Hon.FFFLM**Operations Manager**

Natasha Tinkler

**ANAESTHESIOLOGY****Auckland****Head**

Simon Mitchell, MBChB, PhD DipOccMed, FANZCA

**Administrator**

Debbie Beaumont

**Professor**2002 Alan F. Merry, ONZM, MBChB *Z'bwe*, MRCS *Eng.*, LRCP *Lond.*, DipObst, FANZCA FFFPMANZCA FRCA Hon.FFFLM**Adjunct Professor**Brian Anderson, MBChB *Otago*, PhD DipObst, FANZCA, FCICM**Associate Professor**

2005 Simon Mitchell, MBChB, PhD DipOccMed, FANZCA

**Senior Lecturer**

1999 Guy Warman, MSc PhD

**Lecturer**

2007 James Cheeseman, MSc PhD

**Senior Tutor**2006 Magdi Moharib, MBBS *Manaesth Khartoum***Clinical Senior Lecturer**

Paul Baker, MBChB, FANZCA

**Honorary Senior Lecturers**

Craig Millar, MSc PhD

Tim Willcox, NZCS DipPerf

**Honorary Lecturer**

Matthew Pawley, MSc PhD

**Honorary Senior Research Fellow**Craig Webster, MSc *Cant.*, PhD**Honorary Clinical Associate Professors**Robert A. Boas, ONZM, MBChB *Otago*, FANZCA FRCA FFFPMANZCAMichael J. Harrison, MBBS *Newcastle(UK)*, MD, FRCA FANZCA



David Sage, MBChB *Otago*, DipObst, FANZCA  
Timothy Short, MBChB MD *Otago*, FANZCA

#### Honorary Clinical Senior Lecturers

Vanessa Beavis, MBBCh *Witw.*, FFA(SA) FANZCA  
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  
Rebecca de Souza, MBChB *Otago*, FANZCA  
Michael Fredrickson, MBChB MD, FANZCA  
Ross Freebairn, MBChB, FANZCA FCICM  
Robert Gibbs, MDS *Otago*, FRACDS FICD  
Kerry Gunn, MBChB *Otago*, DA *Lond.*, FANZCA  
B. P. Hodgkinson, BSc MBBS *Newcastle(UK)*, FRCA  
FANZCA

Cedric Hoskins, MBChB *NZ*, DA, FANZCA  
Basil R. Hutchinson, MBChB *NZ*, FANZCA  
Michal Kluger, MBChB *Edin.*, DA *Royal Coll.*,  
*Anaesthetists*, MD, FRCA FANZCA  
Graham Knottenbelt, MBChB *Witw.*, FRCA FANZCA  
FHEA

Cornelis Kruger, MBChB *Pret.*, FANZCA  
Charles McFarlan, BSc MBBS, DA, FANZCA  
Anthony Newson, MBChB *Otago*, DA, FANZCA  
Wai Leap Ng, MBChB, FANZCA  
Christopher Nixon, MBChB *Sheff.*, PGCertClinUS  
*Melb.*, FRCA FANZCA

Neil Pollock, MBChB *Otago*, DipObst DipAnaes  
*Lond.*, MD, FRCA FANZCA

Darcy Price, BSc MBChB, FANZCA  
Mark Reeves, MBBS *Lond.*, PGDipBiostat *Melb.*,  
FANZCA

David Sidebotham, MBChB *Otago*, FANZCA  
Navdeep Sidhu, PGCertHealSc *Otago*, MBChB  
PGDipClinEd, FANZCA  
Tim Skinner, MBChB *Wales*, DipIMC RCSE, FRCA  
Jane Thomas, MBChB *Otago*, MM(PainMgt) *Syd.*,  
FANZCA FFPMANZCA

Jane Torrie, MBChB, FANZCA  
Johan van Schalkwyk MB *BCh Witw.*, DipData  
*S.Af.*, FCP(SA) FRACP

#### Honorary Clinical Senior Tutors

Dean Bunbury, MBBS *Qld.*, BSc  
Jonathan Webber, BHSc *Auck.UT.*

### South Auckland

#### Honorary Clinical Senior Lecturers

Andrew Cameron, MBChB, FANZCA  
Alan McLintic, MBChB *Glas.*, MRCP(UK), FANZCA  
FRCA  
Graham Morton, BSc MBChB, FANZCA FRCA, CCST  
Francois Stapelberg, MBChB *Free State*, FANZCA  
Matthew Taylor, MBChB, FANZCA  
Anthony Williams, BMedSc MBChB *Otago*, FANZCA  
FFICANZCA FCICM

### Waikato/Rotorua

#### Professor

2001 James Sleigh, MBChB *Cape Town*,  
DipAppStat *Massey*, MD, FANZCA FCICM  
FRCA

#### Research Fellow

2002 Logan Voss, BSc(Hons) *Well.*, PhD

#### Honorary Clinical Senior Lecturers

John Barnard, MBChB, FANZCA  
Cameron Buchanan, MBChB *Otago*, DipObst,  
FANZCA  
Hugh Douglas, MBChB, FANZCA  
Robert Frengley, MBChB *Otago*, FANZCA FCICM  
Mandy Perrin, MBChB *Birm.*, FRCA  
Tom Watson, MBChB *Cape Town*, DipMgt(Health),  
FANZCA FFARCS

### MEDICINE

#### Auckland

#### Head of Department

Phillippa Poole, BSc MBChB MD, FRACP

#### Departmental Secretary

Virginia Hand, BA

#### University Distinguished Professor

1987 Ian R. Reid, BSc MBChB MD, FRACP FRCP  
FRSNZ

#### Freemasons' Professor of Geriatric Medicine

2006 Martin J. Connolly, MBBS(Hons) MD  
*Newcastle(UK)*, FRCP FRACP

#### Heart Foundation Chair of Heart Health

1996 Robert Doughty, MBBS MD, FRACP FRCP  
FCSANZ FESC

#### Neurological Foundation Professor of Clinical Neurology

2002 P. Alan Barber, MBChB *Otago*, PhD *Melb.*,  
FRACP

#### Professors

1993 Garth J. S. Cooper, DPhil *Oxf.*, BSc MBChB  
DipObst, FRCPA FRSNZ (*jointly with Biological  
Sciences*)  
1984 Jillian Cornish, MSc PhD *Calg.*  
1988 Timothy F. Cundy, MA MBBChir MD *Camb.*,  
FRCP(UK) FRACP FRSNZ  
1995 Des F. Gorman, PhD *Syd.*, BSc MBChB MD,  
FACOM FAFOM  
1987 John Kolbe, MBBS *Qld.*, FRACP  
1997 Sally D. Poppitt, BSc *Newcastle(UK)*, PhD  
*Aberd.* (*jointly with School of Biological  
Sciences*)  
1996 Harold H. Rea, MBChB *Edin.*, MD, FRACP,  
FRCPE

#### Emeritus Professors

D. Norman Sharpe, ONZM, MBChB MD *Otago*,  
DipABIM, DipABCVD, FRSNZ FRACP FACC  
Ian J. Simpson, MBChB *Otago*, MD, FRACP

#### Associate Professors

1996 Warwick Bagg, MBBCh *Witw.*, MD, FRACP  
1994 Geoffrey D. Braatvedt, MBChB *Cape Town*,  
MD *Brist.*, FRACP, MRCP(UK)  
2005 Nicola Dalbeth, MBChB MD *Otago*, FRACP  
1992 Alan G. Fraser, MBChB MD *Otago*, FRACP  
2001 Andrew B. Grey, MBChB MD, FRACP  
2009 Helen L. Pilmore, MBChB MD *Otago*, FRACP  
1994 Phillippa Poole, BSc MBChB MD, FRACP

#### Associate Professor of Integrated Care

1999 Timothy Kenealy, MBChB DipObst *Otago*,  
PhD, FRNZCGP (*jointly with General Practice*)

#### Senior Lecturers

2009 Michal Boyd, MSc *Arizona*, MS ND *Colorado*,  
RN, NP

- 2006 Matthew Dawes, BSc MBBS PhD *Lond.*, MRCP  
 2006 Nigel Lever, BSc *Well.*, MBChB *Otago*, FRACP  
 2007 Rinki Murphy, MBChB PhD *Exe.*, FRACP  
 1995 E. Briar Peat, MSc *Lond.*, DTM&H, RCP(UK), PGDipClinEd NSW, MBChB, FRACP  
 2008 Jennifer Pereira, MBChB MD, FRACP

#### Senior Lecturer in Applied Clinical Neuroscience

- 2008 Cathy Stinear, BSc PhD

#### Senior Lecturer in Geriatric Medicine

- 2009 Katherine Bloomfield, BSc(Hons) *Well.*, MBChB, FRACP

#### Senior Research Fellows

- 2003 Mark J. Bolland, MBChB PhD, FRACP  
 2009 Joanna B. Broad, BA MPH  
 1999 Dorit Naot, MSc *Hebrew Univ. Jerusalem*, PhD *Weizmann Inst.*, *Israel*

#### Research Fellows

- 2012 Suzanne Ackerley, BPhy *Otago*, PhD  
 2010 Jizhong Bai, BSc *Shanxi*, DipBioChem *Wuhan*, MSc PhD  
 2011 Susan Foster, MSW DipTchg  
 1995 Gregory D. Gamble, MSc  
 2007 Anne Horne, MBChB  
 2011 David Musson, BSc(Hons) PhD  
 2006 Katrina Poppe, MSc PhD  
 2011 Loretta Wigg, MBChB PGDipOMG *Otago*

#### Honorary Professors

- Edward J. Gane, MBChB MD *Otago*, FRACP  
 Ian M. Holdaway, BMedSci MBChB MD *Otago*, FRACP  
 Stephen MacMahon, BSc MA *Cant.*, MPH *Syd.*, PhD NSW, FACC  
 Peter N. Ruygrok, BSc MBChB MD, FRACP FESC  
 Ralph A. H. Stewart, MBChB MD *Otago*, FRACP FCSANZ  
 Harvey D. White, MBChB DSc *Otago*, FRACP FACC FESC FAHA, MRSNZ

#### Honorary Associate Professors

- Janice Chesters, BA *La Trobe*, PhD *Monash*  
 John F. Collins, MBChB *Otago*, FRACP  
 Michael S. Croxson, BA *Massey*, MBChB *Otago*, FRACP  
 James S. Davidson, BSc *Natal*, MA *Camb.*, MBChB PhD *Cape Town*, FCPATH *S.Af.*, FRCPATH(UK)  
 Paul L. Drury, MA MB BChir FRCP *Lond.*, FRACP  
 Richard W. Frith, BSc MBChB, FRACP  
 Mark R. Lane, BSc MBChB, FRACP  
 John A. Ormiston, MBChB *Otago*, FRACP FRCP FRANZCR FCSANZ  
 Warren M. Smith, MBChB *Otago*, FRACP  
 Barry J. Snow, MBChB, FRACP FRCPCan  
 Mark Webster, MBChB *Otago*, FRACP  
 Ernest W. Willoughby, MBChB *Otago*, FRACP  
 Margaret L. Wilsher, MBChB MD *Otago*, FRACP  
 Robert P. Young, BMedSci MBChB *Otago*, DPhil *Oxon.*, FHKCP FRACP FRCP(UK)

#### Honorary Senior Lecturers

- Naveed Ahmed, MBBS *B'lore.*, FRACP  
 Guy Armstrong, BSc MBChB, FRACP  
 Kira Bacal, MD MPH PhD *Texas*, FACEP  
 Peter S. Bergin, MBChB MD *Otago*, FRACP  
 Hilary P. Birch, MBChB *Sheff.*, MRCP(UK), FRACP  
 Stephen Burmeister, MBChB, FRACP

- Michael J. Butler, MBChB *Otago*, DipObst, FRCP FRACP FFFPM FANZCA  
 Alison Charleston, MBChB, FRACP  
 Stephen Child, MD, FRACP FRCPCan  
 Jonathan Christiansen, MBChB PhD, FRACP  
 Timothy I. Christmas, MBChB MD *Otago*, FRACP  
 Sanjeev Chunilal, MBChB, FRACP FRCPA  
 Michael Corkill, MBChB *Otago*, MBA *Well.*, FRACP  
 Megan Cornere, MBChB PhD *Lond.*, FRACP  
 H. Arthur Coverdale, MBChB *Otago*, FRACP  
 Richard G. Cutfield, MBChB, FRACP  
 Janak de Zoysa, MBChB, FRACP, MRCP(UK)  
 Colin C. Edwards, MBBCh *Witw.*, FCP(SA) FRACP  
 Kevin Ellyett, BSc PhD DipSci *Otago*  
 Matthew Farrant, MBChB DipObst DipPaed  
 Bruce Foggo, MBChB DipObst, FRNZCGP FACHPM  
 Paul D. Frankish, BSc MBChB, FRACP  
 Patrick Gladding, MBChB, FRACP  
 Sally C. Greaves, MBChB MMedSci, FRACP  
 Deborah E. Greig, BSc MBChB MMedSci MBA DipOccMed, FRACP  
 Roger G. Harris, MBChB MBA DipObst, FRACP  
 Hamish H. Hart, BSc MBBCh *Witw.*, FCP(SA), FRACP, MRCP(UK), ECFMG  
 Dagmar Hendel, BSc MBBS *Lond.*, MRCP(UK), FRACP  
 Cheri Hotu, MBChB MD, FRACP  
 Syed Hussain, MBBS *Dhaka*, FRACP  
 David O. Hutchinson, MBChB *Otago*, FRACP  
 Joan Ingram, MBChB DTM&H *Lond.*, FRACP  
 Dean H. Kilfoyle, MBChB, FRACP  
 Christopher Kenedi, BA *Wesleyan*, MPH *Mass.*, MD *Ohio*  
 Courtenay T. Kenny, BSc MBChB DipDHM *Adel.*, MRNZCGP, AFOM (UK), FAFOM  
 Timothy King, MB BChir MD *Camb.*, MRCP(UK)  
 Steven Lamb, MBChB, FRACP  
 Malcolm E. Legget, MBChB, FRACP FACC  
 Christopher Lewis, MBChB, FRACP, MRCP(UK)  
 Ishy Maharaj, MBChB *Natal*, FCP(SA), MRCP(UK)  
 Emad Maher, MBBCh *Cairo*, FRACP  
 Raisa Mahmoud, MBBCh *Kuwait*, FRACP, MRCP(UK)  
 Julia Martin, MBChB, FRACP  
 David L. McAuley, MBChB *Otago*, FRACP  
 Tracey McMillan, MBChB, FRACP  
 Catherine McNamara, MBBS MD *Lond.*, MRCP FRCP(UK)  
 Tanya McWilliams, MBChB PhD, FRACP  
 Catherine Miller, MBChB *Cape Town*, MPallMed *Flin.*, DipPallMed *Melb.*, FRNZCGP FACHPM  
 Steven C. M. Miller, BSc MBChB PhD *Glas.*, MRCP  
 Terry Mitchell, MBChB, FRACP  
 Geetha Mylvaganam, MD *Bergen*, DipHSc, FRACP, MRCP(UK)  
 Kristine Ng, BSc(Med) MBBS NSW, FRACP  
 S. Mitzi Nisbet, MBChB DTM&H *Lond.*, FRACP  
 Anne O'Callaghan, MBBS *Lond.*, FACHPM, MRCP(UK)  
 Mark O'Carroll, MBChB, FRACP  
 G. Fergus Oliver, MBChB, FRACP  
 David Orr, MBChB *Otago*, FRACP  
 Paul H. Owen, MBChB *Otago*, FRACP  
 Denesh C. Patel, MBChB, FRACP  
 Hitesh Patel, MBChB, FRACP  
 Martin Phillips, MA MD *Cant.*, MSc *Lond.*, FRCP FRACP, MRCP(UK)

Yogini R. Ratnasabapathy, MBBS *Madr.*, DPH  
FRACP

Kerry Read, BSc MBChB, FRACP

Steven Richie, MBChB, FRACP

Sally Roberts, BSc MBChB, FRACP FRCPA (*jointly with Molecular Medicine*)

Richard Roxburgh, BSc *Cant.*, MBChB *Otago*, PhD *Camb.*, FRACP

Anthony Scott, BPharm *Otago*, MBChB, FRACP  
FACC

John D. R. Scott, MBChB, FRACP

Marilyn A. Scott, MBChB, FRACP

John Shepherd, MBChB, FRACP

David A. Silverman, MD *Illinois*, MA PhD *SUNY*

David R. Simpson, MBChB, FRACP FRCPA

Mark Simpson, BSc DipPhys *Massey*, MBChB, FRACP

G. P. Singh, MBChB *Natal*, FRACP

Vinod Singh, DSM *Fiji*, FRACP

David A. Spriggs, BSc *St And.*, MBChB *Manc.*, MD *Newcastle(UK)*, FRACP, MRCP(UK)

James T. Stewart, MBChB MD *Otago*, FESC FRC, MRCP(UK)

Maree Todd, MBChB DipProfEthics, FRACP

Walter M. Van der Merwe, MBChB *Cape Town*, FRACP

Elizabeth Walker, MBBS *Tas.*, FRACP

Ian Wallace, MBBS, FCP(SA) FACG AGAF

Russell S. Walmsley, MBChB MD *Brist.*, MRCP

Cara Wasywich, MBChB, FRACP

Jill Waters, MBChB, FRACP

Kenneth F. Whyte, MBChB MD, FRCPGlas FRACP, MRCP(UK)

Lucille M. Wilkinson, MBChB *Otago*, FRACP

Laurie C. Williams, MBChB *Otago*, FRACP

John M. Wishart, MBChB *Otago*, FRACP

Edward Wong, MBChB, FRACP

Philip Y. N. Wong, MBChB, FRACP

Phil Wood, BMedSci MBChB *Otago*, FRACP

Susan P. Wright, MBChB MMedSci PhD

Fiona Wu, MBChB PhD *Oxf.*, FRACP

Lisa Young, MBChB, FRACP

Simon C. J. Young, MBChB, FRACP

#### Honorary Lecturers

Sanjeev Deva, MBChB, FRACP

Will Dransfield, MBChB *Otago*, FRACP

Samantha Herath, MBBS *S.Lanka*, FRACP

Cheryl Johnson, MBChB, FRACP

Clair King, MA MBBSChir *Camb.*, FRACP

Stephanie Lowe, MBChB, FRACP

Karina McHardy, MBChB MSc *Oxf.*

Clinton Mitchell, MBChB MED

Lydia Mowlem, MBChB, FRACP

Gareth Rivalland, MBChB

Michelle Wilson, MBChB, FRACP

Diane Winstanley MBBS *Lond.*, FRANZCR

Teddy Wu, MBChB, FRACP

#### Honorary Senior Research Fellows

Thomas E. Miller, MSc PhD, DSc

Gillian A. Whalley, BAppSci MHSc PhD

#### Honorary Research Fellows

Catherine Bacon, MSc *Br.Col.*, PhD

Anna Rolleston, MSc PGDipHSc PhD

Jithendra Somaratne, MBChB, FRACP

### Northland

#### Honorary Senior Lecturers

Alan John Davis, MBChB *Well.*, MRCP(UK), FRACP

Walaa W. M. Saweirs, BSc MBChB PhD *Edin.*, MRCP

Jennifer Walker, MBChB, FRACP

### 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

#### Senior Lecturer

1995 E. Briar Peat, MSc *Lond.*, DTM&H, RCP(UK), PGDipClinEd NSW, MBChB, FRACP

#### Honorary Clinical Associate Professors

John R. Baker, BSc MBChB *Otago*, FRCPA FRACP

Hilary A. Blacklock, MBChB *Otago*, FRACP FRCPA

Jeffrey Garrett, MBChB *Otago*, FRACP

Peter Gow, MBChB BMedSci, FAFRM FRACP

Mark Marshall, MBChB, FRACP

Susan Parry, MBChB, FRACP

#### Honorary Clinical Senior Lecturers

Ajith Dissanayake, MBBS *S.Lanka*, MRCP, FRACP

Carl Eagleton, MBChB, FRACP

Bob Eason, MB BChir *Camb.*, DipObst, FRACP

Kumudith C. Ekanayaka, MBChB *Otago*, FRACP

H. D. Ruvin S. Gabriel, MBChB, FRACP

Stephen Gerred, MBBS, FRACP

Geoff M. Green, MBChB, FRACP

A. John Griffiths, MBChB, FRACP

David Heaven, MBChB, FRACP

David J. Holland, PhD *Syd.*, MBChB MHB, FRACP  
FRCPA

Paul Jarrett, BSc MBBS *Lond.*, DCCH *Edin.*, DGM  
*Lond.*, FRCPEd FRACP, MRCP(UK)

I. Patrick Kay, MBChB *Otago*, PhD, FRACP FESC

Andrew J. Kerr, MA MBChB, FRACP

Ajay Kumar, MBChB, FRACP

Sunil Kumar, MBBS, FRACP

Dinesh Lal, MBBS, FRACP

Mayanna Lund, MBChB, FRACP

Derek J-Y. Luo, MBChB *Otago*, FRACP

Harinder Malhotra, MBBS *GND*, MD DM *Pg.IMER*

Conor O'Dochartaigh, MBBS MD *N.U.I.*, MRCP(UK)

Ravinder Ogra, MBBS *Kashmir*, MD, FRACP

Jeff C. Okpala, MBBS PNG, FRCP FRACP

Brandon Orr-Walker, MHB MBChB, FRACP

Sunita Paul, MBBS *B'lore*, FRACP

Steve Persson, MBBS, FRACP

Roger M. Reynolds, BSc MBChB *Otago*, FRACP

Toby Rose, MBChB *Otago*, FRACP

Darion Rowan, MBChB *Otago*, DipObst, FACD

Gordon Royle, MBChB MSc, FRCPA

Shankar K. Sankaran, BSc MBBS *Madr.*, FRACP

J. Douglas R. Scott, MBChM *Otago*, FRACP

Timothy Sutton, BSc MBChB, FRACP, MRCP(UK)

Andrew B. Veale, BSc MBChB *Otago*, FRACP,  
DipDHMed

David Voss, MBBS MBChB *Otago*, FRACP

Conroy Wong, MBChB DipObs *Otago*, FRACP  
CCST(UK)

Selwyn Wong, MBChB, FRACP



**Honorary Clinical Lecturers**

Helen Kenealy, MBChB, FRACP  
 Christopher E. Luey, MBChB *Otago*, FRACP  
 Isuru N. S. Seneviratne, MBChB

**Tauranga****Honorary Senior Lecturers**

A. Neil Graham, BSc MBChB *Otago*, FRCP FRACP, MRCP(UK)  
 Kate Grimwade, MBChB DTM&H *Liv.*, MRCP  
 Richard T. North, MBChB, FRACP  
 Derek K. Sage, MBBCH *Wales*, PGCertClinEd, FRCSEd FFAEM FRCP FFCM FAcEM, MRCP  
 Calum M. Young, MBChB, FRACP

**Waikato/Rotorua****Associate Professors**

1990 John V. Conaglen, MBChB MD *Otago*, FRACP  
 1999 Peter Jones, BMedSci MBChB PhD *Sheff.*, FRACP, MRCP

**Senior Lecturer**

2012 Marianne Elston, MBChB PhD, FRACP

**Honorary Senior Lecturers**

Michael S. Kaplan, BS *Tulane*, MD *Johns Hopkins*, PhD *Boston*, FAAPM&R  
 John P. Petrie, BSc MBChB, FRACP  
 Jules Schofield, MBChB *Leic.*, PGDipClinEd, AECM FRCM  
 Peter Sizeland, MBBS *Melb.*, FRACP, MRCP  
 Kamal Solanki, MBBS *Bhopal*, FRACP  
 Clyde Wade, MBChB *Otago*, FRACP  
 Douglas White, MBChB *Glas.*, DipMSM *Otago*, FRACP, MRCP  
 Peter Wright, MBChB *Otago*, FRACP

**Honorary Clinical Associate Professors**

Amanda Oakley, MBChB, FRACP  
 Marius Rademaker, BM DM, FRCPEd FRACP, MRCP

**Honorary Clinical Senior Lecturers**

Denise Aitken, MBChB, FRACP  
 Polly Atatoa-Carr, BSc *Waik.*, MSc MBChB MPH, FAFPHM FNZCPHM  
 Anita Bell, BM BS *Nott.*, FNZCPHM, MFPHM  
 Catherina Chang, MBChB, FRACP  
 Nicholas Crook, MBChB *Aberd.*, MRCP(UK)  
 Gerard Devlin, MBChB, FRACP  
 Graeme Dickson, BSc MRCP(UK), FRACP  
 Margaret Fisher, MBChB *Otago*, PhD *Lond.*, FRACP  
 Barbara S. Hochstein, MBChB *Otago*, DRANZCR, FRANZCR  
 Gregory Hunt, MBChB, FRACP  
 Michael Jameson, MBChB PhD, FRACP, MRCP(UK)  
 Ian Kennedy, MBChB MD *Otago*, FRACP  
 Christopher Lynch, MBChB MD *Otago*, FRACP  
 Graham Mills, MBChB *Otago*, MTropHlth *Qld.*, MD, FRACP  
 Jane Morgan, MBChB, MRCP(UK)  
 Richard North, MBChB, FRACP  
 Charles Richardson, MBChB MD *Birm.*, MRCP  
 Martin Stiles, MBChB, FRACP  
 Paul Timmings, MBChB *Otago*, FRACP

**Honorary Clinical Lecturer**

Mazen Shasha MBChB MSc *Basrah*

## OBSTETRICS AND GYNAECOLOGY

**Auckland****Head of Department**

Lesley M. E. McCowan, ONZM, BSc MBChB MD  
 DipObst, FRCOG FRANZCOG, CMFM

**Personal Assistant to Head of Department**

Hazell Pannell

**Professors**

1989 Cindy M. Farquhar, MNZM, MBChB MD  
 DipObst, FRANZCOG, MRCOG, CREI, MPH  
 1987 Lesley M. E. McCowan, ONZM, BSc MBChB MD  
 DipObst, FRCOG FRANZCOG, CMFM  
 1998 Peter R. Stone, MD *Brist.*, BSc MBChB  
 DipObst, DDU, FRANZCOG, FRCOG, CMFM

**Associate Professors**

1995 Larry Chamley, MSc PhD  
 1991 Helen Roberts, BA BAO MBChB *Dublin*, MPH  
 Yale, DipObst *Dublin*, FACSH  
 1995 Andrew N. Shelling, BPhEd BSc(Hons) PhD  
*Otago (jointly with Molecular Medicine and Pathology and the Auckland Cancer Society Research Centre)*  
 2011 Peter van de Weijer, MD PhD *Amsterdam*

**Senior Lecturers**

2011 Lynsey Cree, BSc *Glas.*, MSc *Strath.*, PhD  
*Newcastle(UK)*  
 2010 Katie Groom, MBBS *Lond.*, MRANZCOG  
 2010 Michelle Wise BSc *McG.*, MSc MD *Tor.*, FRCSC

**Senior Research Fellow**

2008 Qi Chen, MB *Shanghai Second Med. U.*, PhD  
*TDMU*

**Research Fellows**

2010 Ngaire Anderson, BSc PGDipOMG *Otago*, MBChB  
 2005 Julie Brown, BSc(Hons) *Liv.J.Moores*, PhD  
*Wolv.*, RGN  
 2009 Olivia Holland, MSc PhD  
 2011 Joanna James, BTech PhD  
 2003 Vanessa Jordan, BSc(Hons) PhD  
 2007 Marian Showell, BA MLIS MPH *Syd.*, RGON

**Honorary Associate Professor**

Jenny Westgate, DM *Plym.*, MBChB DipObst, MRCOG, FRANZCOG

**Honorary Senior Lecturers**

Vijay Bhoola, MBBS *M'Lore.*, FCOGASA FRANZCOG  
 Aleksandra Ivanceric, BMed MMedSc *Belgrade*, DDU, FRANZCOG  
 Barry Lowe, MBChB, MRCOG, FRANZCOG  
 Nikki Matthews, MBChB, FRANZCOG  
 Tomasina Stacey, MA MPH PhD  
 Mairi J. S. Wallace, MBChB MMed *Stell.*, FCOG(SA)  
 FRANZCOG

**Honorary Lecturers**

Emma Deverall, MBChB PGDipObstMedGyn  
 Charlotte Oyston, BMed MBChB *Otago*, PGDipObstMedGyn  
 Mairi J. S. Wallace, MBChB MMed *Stell.*, FCOG(SA)  
 FRANZCOG

**Honorary Clinical Professor**

Ron Jones, CNZM, MBChB MD *Otago*, FRCS  
 FRCOG FRANZCOG



**Honorary Clinical Senior Lecturers**

Tony Baird, ONZM, MBChB, DRCOG, FRCOG  
FRANZCOG  
Sue L. Belgrave, MBChB *Otago*, DDU, FRANZCOG  
Carolyn Bilbrough, MBChB, FRANZCOG  
Marian E. Carter, MBChB, MRCOG, FRANZCOG  
Tim Dawson, MBChB DipObst, FRANZCOG  
Lois Eva, MBBS MB, MRCOG  
Wendy Hadden, MBChB, FRANZCR  
Mahesh Harilall, MBChB, FRANZCOG  
Valeria Ivanova, DipEndocrinology, FRANZCOG  
Anne Lethaby, DipSocSci *Massey*, MA DipTchg  
Paul M. Macpherson, MBChB *Otago*, MRNZCOG  
Jenny McDougall, MBChB DipObst, FRANZCOG  
Katherine McKenzie, MBChB, FRANZCOG  
Stella R. Milsom, MBChB *Otago*, FRACP  
Jenny Mitchell, MAppSc *Gld.UT*  
Christine Roke, MBChB DipObst  
Darion Rowan, MBChB *Otago*, DipObst, FACD  
Janet Rowan, MBChB *Liv.*, DipObst, FRACP  
Lynn Sadler, MPH *Yale*, MBChB, FRANZCOG  
Martin Sowter, BSc MBChB MD *Birm.*, FRCOG  
FRANZCOG  
Ai Ling Tan, MBBS *Adel.*, DipObst, FRANZCOG,  
MRCOG  
Dianne Webster, PhD *Lond.*, DipHSM *Massey*, MSc,  
FHGSA  
John R. Whittaker, MBChB *Otago*, FRANZCOG,  
MRCOG  
Lucille Wilkinson, MBChB, FRACP

**Honorary Clinical Lecturers**

Premjit Gill, MBChB PGDipObstMedGyn  
Nicholas Walker, MBChB, MRANZCOG

**Northland****Honorary Senior Lecturers**

David Bailey, MBBS *Lond.*, FRANZCOG, MRCOG  
Jennifer Blasingame, ABOG, MD  
Kirsty Wolff, BSc *North Dakota*, PhD *Johns Hopkins*,  
MD *Chic.*

**South Auckland****Honorary Senior Lecturer**

Alec Ekeroma, MBBS PNG, MBA, DipObst,  
FRANZCOG, MRCOG

**Honorary Clinical Senior Lecturers**

Keith Allenby, MBBS *Lond.*, DRCOG, FRANZCOG,  
MRCOG  
David A. Ansell, BMedSc BSc MBChB *Otago*,  
FRANZCOG FRCOG  
Douglas Barclay, MBBS *Newcastle(UK)*, FRANZCOG,  
MRCOG  
Renuka Bhat, MBBS *Kashmir*, MD, DDU,  
FRANZCOG  
Deralie Flower, MBChB DipObstMedGyn,  
FRANZCOG  
Lynsey Hayward, BSc MBChB, FRANZCOG,  
MRCOG  
Jyoti Kathuria, MBBS *India*, MD, FRANZCOG,  
MRCOG  
Kara Okesene-Gafa, MBChB, FRANZCOG  
Graham Parry, MBChB DipHealthInf *Otago*,  
DipObst DDU, FRANZCOG  
Jackie Smalldridge, MBBS *Lond.*, FRANZCOG,  
MRCOG

Sarah Tout, MBChB *Brist.*, FRANCCOG, MRCOG  
Sarah Wadsworth, MBChB, FRANZCOG

**Honorary Clinical Lecturer**

Christina Tieu, MBChB *Otago*

**Tauranga****Honorary Clinical Senior Lecturers**

Michael John, MBBS *Colombo.*, FRANZCOG,  
MRCOG  
Mattias Seidel, State Exam Med *Munich*, FRANZCOG  
Richard Speed, MBChB *Otago*, FRANZCOG, MRCOG

**Waikato/Rotorua****Honorary Clinical Lecturer**

Claire Hutchinson, BA BN *Massey*, SRN(UK)

**Honorary Clinical Senior Lecturers**

Madhuri Ballal, MBBS *Pune*, DMRCOG FRANZCOG  
Narena Dudley, MBChB, FRANZCOG  
Simon Ewen, MBChB *Otago*, FRCOG FRANZCOG  
Deryck Pilkington, MBChB *Cape Town*, FRANZCOG  
Rachel Potae, MBChB *Otago*  
Deidre Rohlandt, BMBS *Stell.*, MBChB, FRANZCOG  
Vedprakash P. Singh, MD MBBS *Bom.*, FRANZCOG,  
MRNZCOG  
Abel Steyn, MBChB MMed *Pret.*  
Ruth Swarbrick, MBBS *Lond.*, FRANZCOG, MRCOG  
Sarah Waymouth, MBChB, FRANZCOG

**OPHTHALMOLOGY****Auckland****Head**

Charles N. J. McGhee, MBChB BSc *Glas.*, PhD  
*Dund.*, FRCSGlas FRCOphth(UK) FRANZCO  
FRSA

**Deputy Head**

Colin R. Green, MSc PhD DSc

**Department Secretary**

Maree McInerney

**The Maurice Paykel Foundation Professor of Ophthalmology**

1999 Charles N. J. McGhee, MBChB BSc *Glas.*,  
PhD *Dund.*, FRCSGlas FRCOphth(UK)  
FRANZCO FRSA

**W & B Hadden Professor of Ophthalmology and Translational Vision Research**

1993 Colin R. Green, MSc PhD DSc

**Sir William and Lady Stevenson Professor of Ophthalmology**

2000 Helen V. Danesh-Meyer, MBChB *Otago*, MD,  
FRANZCO

**Associate Professors**

2007 Dipika Patel, MA *Camb.*, BMBCh *Oxf.*,  
MRCOphth(UK), PhD  
1998 Trevor Sherwin, BSc PhD *Kent*

**Senior Lecturers**

2011 Rasha Al-Taie, MBChB *Saddam*, FRCSI  
2009 Jennifer P. Craig, BSc(Hons) PhD  
*G.Caledonian*, MCOptom, FFAO  
2003 Susan E. Ormonde, MBChB *Brist.*, MD,  
FRCOphth(UK), FRANZCO  
2012 Hussain Patel, MBChB *Otago*, MD, FRANZCO  
2003 Andrea Vincent, MBChB, FRANZCO

**Maurice and Phyllis Paykel Research Fellow**

2010 Isabella Cheung, MSc

**Clinical Fellows**Yi Wei Goh, MBChB *Aberd.*David Lockington, MBChB *Belf.*, MRCOphth(UK)Eugene Ng, MBChB *Dublin*, FRCOphth(UK)Shaheen Shah, MBBS *Lond.*, MRCOphth(UK)Kathleeya Stang-Veldhouse, MD *Rush*Shanu Subbiah, MBChB *Aberd.*, MRCOphth(UK)Christopher van Issum, MBBS *Geneva***Honorary Associate Professor of Ophthalmology**Osmond B. Hadden, CNZM, MBChB *Otago*, LL.D., FRACS FRANZCO**Honorary Clinical Associate Professors in Ophthalmology**Philip Polkinghorne, BSc MB *Otago*, MD, FRACS FRANZCO FRCOphth(UK)

Gerard Sutton, MBBS NSW, FRANZCO FRACS

**Honorary Clinical Senior Lecturers**Nadeem Ahmed, MBBS *Quaid-e-Azam*, FRCOphth(UK)

Rachel Barnes, MBChB, FRANZCO

Sonya Bennett, MBChB DipObst *Otago*, FRANZCOStephen Best, MBChB *Otago*, FRANZCOShuan Dai, MBBS Xian, MSc *Beijing*, FRANZCO

Simon Dean, MBChB, FRANZCO FBCLA

Mark Donaldson, MBChB, FRANZCO

Michael Fisk, MBChB, FRANZCO

Trevor Gray, MBChB *Cape Town*, FRANZCOChristina N. Grupcheva, MD *Varna*, DO *Sofia*, PhDPeter Hadden, MBChB *Otago*, FRANZCO

Richard Hart, MBChB, FRANZCO

Joanne Koppens, MBChB, FRANZCO

Tahira Malik, MBChB *UMIST*, FRCOphth(UK)

Justin Mora, MBChB, FRANZCO

David Murdoch, MBChB *Otago*, FRANZCOStephen Ng, MBChB *Otago*, FRANZCO

Yvonne Ng, MBChB, FRANZCO

David Pendergrast, MBChB, FRACS FRANZCO

Andrew Riley, MBChB, FRANZCO

Peter Ring, MBChB *Otago*, FRCS FRCOphth(UK) FRANZCO

Paul Rosser, MBChB, FRANZCO

Dianne Sharp, MBChB *Otago*, FRANZCO

Joanne Sims, MBChB, FRANZCO

Brian Sloan, MBChB, FRANZCO

David M. Squirrel, MBChB *Sheff.*, MRCOphth(UK)Sarah Welch, MBChB *Otago*, FRANZCO**South Auckland****Honorary Clinical Senior Lecturers**

Penny McCallum, MBChB, FRANZCO

Anmar Abdul Rahman, MBChB *Baghdad*, MOPhth *Otago*, FRANZCO**Tauranga****Honorary Clinical Senior Lecturer**

Sam Kain, MBChB, FRANZCO

**Waikato/Rotorua****Honorary Clinical 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**

M. Innes Asher, ONZM, BSc MBChB, FRACP

**Personal Assistant to the Head of Department**

Va Strong

**Professor of Paediatrics**

1981 M. Innes Asher, ONZM, BSc MBChB, FRACP

**Professor of Child Health Research**1984 Edwin A. Mitchell, BSc MBBS DCH *Lond.*, DSc, FRACP FRCPCH**Professor of Community Paediatrics**1977 Diana R. Lennon, ONZM, MBChB *Otago*, FRACP**Emeritus Professor**Robert B. Elliott, MBBS MD *Adel.*, FRACP**Associate Professor**1993 Cameron C. Grant, MBChB *Otago*, PhD, FRACP FAAP**Senior Lecturers**

2009 Jane Alsweiler, MBChB PhD DipPaeds, FRACP

2011 Emma Best, DTM&H *Lond.*, MBChB MMed NSW, DipPaeds, FRACP

1997 Catherine A. Byrnes, MBChB MD, FRACP

2001 Simon Denny, MBChB PhD, FRACP

2002 Sharon Wong, MBChB DipPaeds

**Professional Teaching Fellow**2004 Mirjana Jaksic, MD *Zagreb***Professional Teaching Fellow in Paediatric Surgery**2011 Neil R. Price, BMedSc MBChB DCH *Otago*, FRACS**Senior Research Fellows**

2009 Philippa Ellwood, MPH

1995 John M. D. Thompson, MSc PhD

**Research Fellow**2011 Lynne Hutchison, DipHSci PGDipSci *Otago*, PhD**Honorary Professors**Wayne S. Cutfield, MBChB DCH *Otago*, MD, FRACPAlistair Gunn, MBChB *Otago*, PhD, FRACP**Honorary Associate Professors**Frank Bloomfield, BSc MBChB *Manc.*, PhDMRCP(UK), FRACP (*jointly with Obstetrics and Gynaecology and Liggins Institute*)

Paul Hofman, MBChB, DipObst, FRACP, RNZCOG, FMGEMS(US)

**Honorary Clinical Senior Lecturers**Richard P. Aickin, BMedSc MBChB DCH *Otago*, FRACPRosemary Ayers, MBChB *Otago*, DipPaeds, FRACColin S. Barber, MBChB *Otago*, FRACSAbby Baskett, MBChB *Otago*, DipPaeds, FRACPMalcolm Battin, MBChB *Liv.*, MD, FRCPCHFRACP, MRCP (*jointly with Obstetrics and Gynaecology*)

Jonathon Bishop, MBChB *Edin.*, MRCPCH  
 Satvinder Singh Bhatia, BM *S'ton*  
 Catherine Bremner, MBChB, FRACP  
 Phillipa M. Clark, BM DM DCH *S'ton.*, FRACP,  
 MRCP(*Lond.*), MRCPCH  
 Hester Cloete, MBChB DCH *Pret.*, FRACP  
 Ruellyn Cockroft, MBChB MMed *Pret.*  
 Susie Cunningham, MBChB *Otago*, FRACP  
 Suzanne L. W. Davis, MBChB *Otago*, PhD  
 Diane Emery, MBChB PhD, FRACP  
 Helen M. Evans, BSc MBChB(Hons), MRCP *Birm.*,  
 MRCPCH  
 Richard Forster, MBChB *Otago*, DCHRCPUK),  
 DipObst, MRCP  
 Arun Ganghakhedkar, MBBS *Osm.*, FRACP  
 Raewyn M. Gavin, MBChB, FRACP  
 Thomas L. Gentles, MBChB DCH *Otago*, FRACP  
 Emma E. Glamuzina, MBChB DipPaeds, FRACP  
 Shaun Grant, MBChB DCH *Otago*, FRACP  
 James Hamill, MBChB, FRACP  
 Ian Hayes, MBChB *Otago*, FRACP  
 Joanne Hegarty, MBChB *Belf.*, PGDipAeroRT  
 PGCertAeroRT *Otago*, MRCPCH, RCPC  
 Simon Hoare, MBChB *Liv.*, FRCPCH, MRCP  
 Vivienne Hobbs, MBChB *Edin.*, FRACP  
 Timothy S. Hornung, BA, MB BChir *Camb.*, MRCP  
 Sarah Jamison, MBChB DipPaeds, FRACP  
 Timothy Jelleyman, MBChB DCH *Otago*, MSc  
*Warw.*, DipObst, FRACGP  
 David Jones, MBChB *Edin.*, MPH *Qld.*, DipObst  
 DipPaeds, FRACP  
 Tonya Kara, MBBS *Lond.*, FRACP, MRCPCH  
 Patrick Kelly, BHB BD *Melb.*, MBChB DCH *Otago*,  
 DipObst, FRACP  
 Alison Leversha, MPH *Wash.*, MBChB DipObst  
 John B. Malcolm, MBChB *Otago*, DipObst, DCH  
*RCH Glas.*, FRACP, MRCP(UK)  
 Rosemary E. Marks, BSc MBChB *Brist.*, DRCOG,  
 FRACP  
 Halimi Maulidi, MD *Muhimbili*, MTropPaed *Liv.*, MSc  
*Lond.*, MRCPCH  
 Karen McCarthy, MBChB BAO DCH DipObst *NUI*,  
 FRACP  
 David McNamara, MBChB PhD, FRACP  
 Fiona Miles, MBChB, DipObst, FRACP *Syd.*  
 Shuman Mitic, MD *Belgrade*, FRACP  
 Philip Morreau, MBChB DipObst *Otago*, FRACS  
 Maxwell C. Morris, MBChB *Otago*, FRACP FRCPCan  
 Susan Morton, BSc(Hons) *Well.*, PhD DipPHTM  
*Lond.*, MBChB, FAFPHM (*jointly with Liggins*  
*Institute and Centre for Longitudinal Research*)  
 Christopher D. Moyes, BA BChir MA MB *Cant.*, MD  
*Camb.*, FRCPCH(UK) FRACP, MRCP  
 Melinda Nolan, MBBS(Hons) *Qld.*, DipPaeds MSc  
*NSW*, FRACP  
 Clare P. O'Donnell, MBChB DipObst *Otago*,  
 DipPaeds MSc *Well.*  
 Genevieve Ostring, MBChB DipPaeds *Otago*, FRACP  
 Rakesh Patel, MBChB DipPaeds, FRACP  
 Christopher Peterson, MBChB, FRACP  
 Elizabeth Peterson, MBChB *Leeds*, DCH *Otago*,  
 PhD, FRACP  
 Dharmalingam (Ram) Ramadas, MBBS DCH *Ceyl.*,  
 DCH *UK*, FRCP FRACP MRCP  
 Susan R. Rudge, MBBS *Lond.*, DipObst RCOG,  
 MRCP(UK), DM *Nott.*, FRCP

John Sanders, MBChB *Cape Town*, DCH MRCP(UK),  
 FRACP  
 Elizabeth R. Segedin, MNZM, MBChB, FRACP  
 Roslyn E. Selby, MD *Nfld.*, FRCPCan FAAP  
 Cynthia Sharpe, BMedSc BA *Otago*, MBChB, FRACP  
 Michael Shepherd, MBChB DipPaeds, FRACP  
 Jan P. Sinclair, MBChB, FRACP  
 Jonathan R. Skinner, MBChB MD *Leic.*, DCHRCPUK),  
 MRCP(UK)  
 Claire Spooner, MBChB *Otago*, DipPaeds, FRACP  
 Maria Stack, MB BA BCh *NUI*, BMedSci *NUI (Cork)*  
 Kai Steinmann, MBChB MD *Freiburg*, DipPaeds,  
 FRACP  
 John W. Stirling, MBChB *Cape Town*, FCPaed(SA)  
 Lochie Teague, MBChB DCH *Otago*, FRACP FRCPA  
 Bobby Tsang, MBChB, FRACP  
 Roger Tuck, MBBS *Westminster*, FRACP FRCPEd,  
 MRCP(UK)  
 Jacob Twiss, MBChB PhD DipPaeds, FRACP  
 Jutta van den Boom, MBChB MD DipPaeds, FRACP  
 Hendrik Stefanus van de Walt, MBChB *Stell.*  
 Lesley M. Voss, MBChB *Otago*, FRACP  
 Julian Vyas, MBBS *Lond.*, MD *Leic.*, MRCP(UK),  
 FRCPCH  
 Justin Wilde, MBChB *Otago*, FRACP, MRCPCH(UK)  
 Gregory Williams, BSc *Cant.*, MBChB DCH *Otago*,  
 FRACP  
 Callum J. Wilson, MBChB *Otago*, DipPaeds  
 DipObst, FRACP  
 Elizabeth Wilson, BSc MBBS *Lond.*, MRCP(UK)  
 Nigel J. Wilson, MBChB *Otago*, DipObst DCH MRCP  
*Lond.*  
 Mark Winstanley, MBChB DCH *Otago*, FRACP  
 William Wong, MBChB *Otago*, FRACP

#### Honorary Clinical Senior Lecturer in Neonatology

R. Simon H. Rowley, MBChB *Otago*, FRACP

#### Honorary Clinical Lecturers

Mariam Buksh, MBChB *S.Pac.*, DipPaeds, FRACP  
 Kendall Crossen, MBChB *Otago*, FRACP  
 Danny de Lore, MBChB DCH *Otago*  
 Theresa Fleming, BA, DSW, MHSc PGDipHSc  
 Anna Tottman, MBBS *Lond.*, RACP  
 Thomas Townend, MBChB *Otago*, FRACP

#### Honorary Clinical Fellow

Rachel Webb, MBChB *Otago*, FRACP

#### Honorary Clinical Research Fellow

Elizabeth Craig, MBChB DipObst DipPaeds, MPH  
*Qld.*, PhD

### South Auckland

#### Professor of Community Paediatrics

1977 Diana R. Lennon, ONZM, MBChB *Otago*,  
 FRACP

#### Senior Lecturer

2001 Simon Denny, MBChB, FRACP

#### Honorary Clinical Senior Lecturers

Richard Matsas, BSc MBChB *Otago*, DCH  
 DRCOG(UK), MRCPCH  
 Jocelyn Neuze, MBChB, FACEM, RACP  
 John Newman, MBChB *Otago*, FRACP  
 Teuila Percival, QSO, MBChB, FRACP  
 Adrian Trenholme, MA MB BChir, FRACP *Camb.*

#### Honorary Clinical Senior Lecturers in Neonatology

David Hou, MBChB DCH *Otago*, FRACP



Michael P. Meyer, MBChB *Rhodesia*, DCH *Otago*, MD, MRCP

Lindsay Mildenhall, BSc MBChB, FRACP

Maisie C. Wong, MBChB, FRACP, MRCP(*Lond.*)

#### Honorary Clinical Lecturers

Theresa Fleming, BA DSW MHSc PGDipHSc

Timothy M. Hill, MBChB DCH *Otago*, FRACP

### Waikato/Rotorua

#### Senior Lecturer in Paediatrics

2007 Anne Jaquiere, MBChB DipObst DCH *Otago*, PhD, FRACP

#### Honorary Clinical Senior Lecturers

Stephen Bradley, MBChB DipObst DCH *Otago*, FRACP

David Graham, MBChB, DCH, FRACP

Peter Heron, MBChB *Witw.*, FRACP

Askar Kukkady, MBBS MS *M'lore*, MCh *Calicut*, FRCSEd FRACS (*jointly with Surgery*)

Fraser Maxwell, MBChB, DCH, FRACP

Hamish F. N. McCay, MBChB, FRACP

Johan Morreau, MNZM, MBChB, FRACP

Udaya Samarakkody, MS MBBS DCH *Colombo*, FRACS FRCSEd (*jointly with Surgery*)

Claire West, MBChB DCH *Otago*, DFM *Monash*, FRACP

Phillip J. Weston, MBChB *Otago*, FRACP

#### Honorary Clinical Senior Lecturers in Neonatology

David Bouchier, MBChB, MRCP(*UK*), FRACP

Arun Kumar Nair, MBBS *Osm.*

### PSYCHOLOGICAL MEDICINE

#### Auckland

##### Head

Sally N. Merry, MBChB *Rhodesia*, MD, FRANZCP

##### Administrator

Ranjeeni Ram

##### Professors

1984 Robert R. Kydd, MBChB *Otago*, PhD, FRANZCP

1990 Keith J. Petrie, MA *Calif.*, PhD *Massey*, DipClinPsych

##### 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*)

2009 Nathan S. Consedine, BA(Hons) PhD *Cant.*

1987 Sally N. Merry, MBChB *Rhodesia*, MD, FRANZCP

##### Senior Lecturers

2001 Leah Andrews, MBChB, FRANZCP

2005 Elizabeth Broadbent, BE *Cant.*, MSc PhD

2001 Tania Cargo, PGDipClinPsych, MED

2012 Gary Cheung, BSc MBChB, FRANZCP

2001 Antonio (Tony) T. Fernando III, BS MD *Philippines*, ABPN

1994 Susan J. Hawken, MHSc *Auck.UT*, MBChB DipObst, FRNZCP

2001 Malcolm Johnson, MA DipClinPsych, MNZCCP

2007 Phillipa J. Malpas, MA PhD DipProfEthics

2010 John J. Sollers III, BSc *Towson State*, MA PhD *Missouri*

1990 Trecia Wouldes, MA PhD

#### Lecturers

1989 Linda Chard, BA MSc *Calg.*

2012 Suzanne Stevens, BA BSc *Well.*, MBChB *S'ton*

#### Honorary Professor

James J. Wright, MBChB *Otago*, MRCPsych, FRANZCP

#### Honorary Senior Lecturers

Susan Bull, BSc LLB *Cant.*, MA PhD *Lond.*

Valerie J. Grant, MA PhD

Pamela S. Melding, ONZM, MBChB *Liv.*, DipHSM *Massey*, FFARCS FRANZCP

Rona Moss-Morris, MHSc PhD

Felicity Plunkett, MBChB *Otago*, FRANZCP

Ian Soosay, MBChB *Edin.*, MSc MRCPsych

M. Louise Webster, MBChB, FRACP FRANZCP

#### Honorary Lecturers

Jan Brassington, PhD PGDipPsych(Clin) *Waik.*

Odette Miller, BSc(Hons) PhD

Cynthia Sharon, MSc PGDipHealthPsych

Jamie Speeden, MBChB DipChildHealth *Otago*, FRACP

#### Honorary Research Fellow

Christine Yang Dong, BCom(Hons) BSc(Hons) MSc

#### Honorary Clinical Associate Professors

Brian Barraclough, DM *Otago*, DPM *Lond.*, FRACP FRCPsych FRCP

Simon Hatcher, BSc MBBS *Lond.*, MMedSc MD *Leeds*, FRANZCP, MRCPsych

S. Wayne Miles, MBChB MD *Otago*, DipPsych, FRANZCP

#### Honorary Clinical Senior Lecturers

Deborah Antcliffe, MBChB *Otago*, MRCPsych, FRANZCP

Louise Armstrong, MBChB, MRCP, FRANZCP

Simon Baxter, MBChB *Otago*

Clive Bensemman, MBChB *Otago*, FRANZCP, MRCP

John Berks, PGDipCBT *Massey*, MBChB, FRANZCP FACHAM

Eva Cadario, StateExamMed *Mainz*, MRCPsych

Jane Casey, MBChB, FRANZCP

Nikki Coleman, BSW PGDipCBT *Massey*, MHSc

Andrew Cox, MBChB DipObst, FRANZCP, MRNZCP

C. Dilrukshi De Silva, MBBS *Ruhuna*, MD *Colombo*

Susan Duff, MBChB *Liv.*, FRANZCP, MRCPsych

Greg Finucane, MBChB, FRANZCP

Yvonne Fullerton, MBChB DipObst, FRANZCP

Ian Goodwin, MBChB *Otago*, FRANZCP

Michael Gudex, MBChB, FRANZCP

Prabha Gunawardena, MD *USSR*, MD *Colombo*

Catherine Hapgood, MBBS *Lond.*, FRANZCP

Brendan Hock, MBChB *Otago*, FRANZCP

Nicholas Hoeh, BA MD *Univ. Med. Dentistry (NJ)*, APBN

Karl Jansen, MBChB *Otago*, DPhil *Oxf.*, MMedSci, MRCPsych, RANZCP

Chris Kenedi, BA *Wesleyan*, MPH *Mass.*, MD *Ohio*, DipInternMedPsych *Duke*

Peter McColl, MBChB *Sheff.*, MRCPsych



Liz Painter, MA *Keele*, MSc *Sur.*  
 Gavin Pilkington, MBChB, FRANZCP  
 Sarah Preece, MBChB *Dund.*, MRCPsych, FRANZCP  
 Julian Reeves, BSc PGDipSci *Otago*  
 Oliver Rooke, BM MSc, MRCPsych MRCGP  
 Helen Sayer, MBChB *Otago*, RANZCP, FRCPCan  
 Himandri Seth, MBBCh *Aberd.*, DipFM *Glas.*,  
 DipObsMedGyn, MRCPsych  
 Leena St Martin, MA PGDipClinPsych  
 Joanne Szelenbaum, MBChB MD *Warsaw*, FFPsych  
*S.Af.*  
 Trish van Kralingen, MBChB *Otago*, FRANZCP  
 Tanya Wright, BSc(Hons) *Otago*, MBChB, FRNZCP

#### Honorary Clinical Lecturers

David Bettany, MBChB MMed, FRANZCP  
 Emme Chacko, MBChB, FRANZCP  
 Emily Cooney, PhD DipCIPS *Otago*  
 Iris S. Fontanilla, MSc PGDipHlthPsych, MNZPsS  
 Richard Fox, MBBChir *Camb.*, DCH *RCP(UK)*,  
 DipObst, FRNZCGP, MNZAC MNZAP  
 Juliet Ireland, MSc PGDipHlthPsych, MNZPsS  
 Tom Mulholland, BSc(Hons) MBChB DipSportMed  
 Sam Ritz, MBChB *Pret.*, FRANZCP  
 Ralf Schnabel, DipClinPsych, MNZPsS, MI, MNZCCP  
 Meagan Spence, MA DipClinPsych *Cant.*, PhD,  
 MNZCCP  
 Davin Tan, MBChB  
 Paul Vroegop, MBChB, FRANZCP  
 Peter Waddell, MA PGDipClinPsych, FNZCCP

*Werry Centre for Child and Adolescent Mental Health*

#### Director

Sally N. Merry, MBChB *Rhodesia*, MD, FRANZCP

#### National Manager of Workforce Development

Debbi Tohill

### South Auckland

#### Honorary Clinical Senior Lecturers

Murthi Shashtri Anand, MBBS *Bom.*, MD *Goa*  
 Simon Bainbridge, MBBS BMedSci *Newcastle(UK)*,  
 MRCPsych  
 Hinemoa Elder, MBChB, FRANZCP  
 Mark Fisher, MBChB, FRANZCP  
 Siale 'Alo Foliaki, MBChB *Otago*, FRANZCP  
 Pritpal Gill, MBBS *Punjab*, MD *Pg.IMER*  
 A. Craig Immelman, MBChB, FRANZCP  
 Jackie Liggins, MBChB DipObst, FRANZCP  
 Andrew S. N. Sumaru, DSM *Fiji*, DPM *Otago*, BSc,  
 FRANZCP  
 Sai W. Wong, MBBS *HK*, FRANZCP, MRCPsych

#### Honorary Clinical Lecturers

Jan Beydals, MD *Groningen*, MRCPsych *Glas.*  
 Olivera Djokovic, MD *Belgrade*, RANZP  
 John Fernandez, MD *Bom.*  
 Suhail Imran, MBChB *Baghdad*  
 Kyros Karayiannis, BM *S'ton.*, MRCGP *Lond.*,  
 FRANZCP  
 Rajendra Pavagada, MBBS *Mys.*, DPM MD *B'lore*.  
 Malcolm Stewart, BSc *Well.*, PhD PGDipSci  
 PGDipClinPsych *Otago*

### Waikato/Rotorua

#### Professor

2004 Graham Mellsop, MBChB *Otago*, DPM, MD  
*Melb.*, FRANZCP, MRCPsych

#### Associate Professor

2006 David Menkes, BA *UCSD*, MD PhD *Yale*,  
 FRANZCP

#### Honorary Clinical Associate Professor

Shailesh Kumar, MBBS *Calc.*, MPhil *Lond.*, DPM  
*Ranchi*, DipCBT *Lond.*, MD, FRANZCP,  
 MRCPsych

#### Honorary Clinical Senior Lecturers

Wayne de Beer, MBBCh *Witw.*, FRANZCP  
 Peter Dean, MBBS *Lond.*, DRCOG MRCPsych  
 Jik Loy, MBBS *Melb.*, FRANZCP  
 Kadhém Majeed, MBChB, FRANZCP, MRCPsych  
 Daren Malone, MBChB  
 Eleni Nikolau, MBChB *Otago*, FRANZCP  
 Colin Patrick, MBChB *Cape Town*, FRANZCP  
 Jean-Bosco Ruzibiza, MD *Kinshasa*, MMed  
 Rees Tapsell, MBChB *Otago*, FRANZCP

### SURGERY

#### Auckland

#### Head of Department

Ian Bissett, MBChB MD, FRACS

#### Administrator

Lois Blackwell

#### Professors

2002 Andrew G. Hill, MBChB MD EdD, FRACS  
 FACS  
 1998 John A. Windsor, BSc *Otago*, MBChB MD  
 DipObst, FRACS FACS

#### Emeritus Professor

Graham L. Hill, ONZM, MD, ChM, FRCS FRACS  
 FACS

#### Associate Professors

1998 Ian Bissett, MBChB MD, FRACS  
 2009 Peter Gilling, MBChB *Otago*, FRACS  
 2001 Rocco Paolo Pitto, MD *Catholic U. Rome*, PhD  
*Erlangen-Nuremberg*  
 1989 Lindsay Plank, DPhil *Waik.*, MSc  
 1997 Susan Stott, MBChB PhD *Calif.*, FRACS

#### Senior Lecturers

2009 Adam Bartlett, MBChB PhD, FRACS  
 2008 Richard Douglas, MBChB MD, FRACP FRACS,  
 MRCP(UK)  
 2011 Andrew MacCormick, MBChB PhD, FRACS  
 2008 Maxium Petrov, MD MPH *Nizhny Novgorod*  
*State Med. Acad (Russia)*  
 2008 Mattias Soop, MD *Stockholm*, PhD

#### Lecturers

2012 Chi Ee Ho, MBChB  
 2012 Sidney Trivedi, MBChB *Otago*

#### Senior Research Fellow

1997 Anthony Phillips, MBChB

#### Research Fellows

2011 Jacqueline Allen, MBChB, FRACS  
 2009 Mandira Chakraborty, MBChB *Otago*  
 2008 Nathaniel Chang, MBChB *Edin.*  
 2010 Jen Jie Chu, MBChB *Otago*  
 2008 Wai Gin (Don) Lee, MBChB *Otago*  
 2010 Jennifer Liang, MBChB  
 2008 Greg O'Grady, MBChB  
 2011 Luke Phang, MBChB  
 2011 Ramesh Premkumar, MBBS *Newcastle(UK)*

2011 Jevon Puckett, MBBS *Lond.*  
 2009 Satyanarayan Shanbhag, MBBS *Mys.*, MRCS  
 2011 Otto Strauss, MBChB *Otago*  
 2007 Lupe Taumoepeau, MBChB  
 2009 Andrew Wood, BA BMBCh *Oxf.*  
 2010 Deborah Wright, MBChB *Birm.*  
 2010 Catherine Yang, MBChB

#### Honorary Senior Lecturer

Kathleen Callaghan, DipAvMed *Otago*, MBChB MSc  
 PhD DipOccMed, FAFOM

#### Honorary Clinical Professors

Erik Heineman, MD *Groningen*, PhD *Rotterdam*  
 John L. McCall, MBChB MD *Otago*, FRACS  
 Stephen Munn, MBChB *Otago*, FRACS FACS  
 Bryan R. Parry, MBChB MD *Otago*, DipObst,  
 FRCSEd FRACS

#### Honorary Clinical Associate Professors

Patrick G. Alley, MBChB *Otago*, DipProfEthics,  
 FRACS

Ron Goodey, CNZM, MBChB, FRACS  
 Graham Hunt, MA PhD *Massey*, FRAeS  
 Jonathan Koea, MHB MBChB MD, FRACS  
 Stephen Streat, MBChB, FRACP

#### Honorary Clinical Reader

John Cullen, MBChB *Otago*, FRACS

#### Honorary Clinical Senior Lecturers

Ali Aldameh, MBChB *Otago*  
 Cameron Baguley, MBChB, FRACS  
 Grant Beban, MBChB *Otago*, FRACS  
 Ari Bok, MBChB MMed, FCS FRACS  
 Michael Booth, MBChB MBA, FRACS  
 Russell Bouchier, MBChB, FRACS  
 Andrew Bowker, MBChB *Otago*, FRCSEd FRACS  
 Duncan Bowyer, MBBS *Lond.*, FRCS  
 Colin Brown, MBChB *Otago*, FRACS  
 Ian Campbell, MBChB, FRACS  
 Wai Chang, MBBS *Glas.*, FRACS  
 Grant Christie, BSc MBChB, FRACS  
 Ian D. S. Civil, MBE, ED BSc MBChB, FRACS  
 Issac Cranshaw, MBChB, FRACS  
 Haemish Crawford, MBChB, FRACS  
 Neil Croucher, MBBS *Lond.*  
 John Cunningham, MBBS *Syd.*, FRACS  
 Tony Danesh-Clough, MBChB, FRACS  
 Claire Davies, MSc *Calg.*, PhD *Wat.*  
 Gina de Cleene, MBChB *Otago*, FACEM  
 John Dunn, MBChB, FRACS  
 Adam El Gamel, BSc MBChB *Cairo*, FRCS FRCSEd,  
 MRCP  
 Bill Farrington, MBChB, FRACS  
 Bernard Foley, MBChB, FACEM  
 Mark Gardener, BSc MBChB *Otago*  
 Hisham Hammodat, MBChB, FRACS  
 Michael Hanlon, MBChB, FRACS  
 Anthony E. Hardy, MBChB *Otago*, FRACS  
 Richard Harman, BSc MBChB, FRACS  
 Andrew Hill, MBChB, FRACS  
 Michael Hulme-Moir, MBChB, FRACS  
 Peter Jones, MBChB *Otago*, FACEM  
 Wayne Jones, MBChB, FRACS  
 Nicholas Kang, MBBS *Syd.*, FRACS  
 Michael Klaassen, MBChB *Otago*, FRACS  
 Willem Landman, MBChB *Pret.*, FRNZCGP FACHPM  
 Murray MacCormick, MBChB *Otago*, FRACS  
 Anna Mackey, BHSc MSc PhD  
 Murali Mahadevan, MBChB, FRACS

Richard Martin, MBChB *Otago*, FRACS  
 Jonathan Masters, BMBCh *Oxf.*, FRACS  
 Nick P. McIvor, MBChB *Otago*, FRCSEd FRACS  
 Edward W. Mee, MBChB *Otago*, FRCS  
 Arend E. H. Merrie, MBChB *Leeds*, PhD *Otago*,  
 FRACS

David Merrilees, MBChB, FRACS  
 Nichola Mills, MBChB DipPaeds, FRACS  
 Robin Mitchell, MBChB *Edin.*, FCEM FACEM, MRCP  
 Anubhav Mittall, MBChB PhD, FRACS  
 Anil Nair, MBBS *M.Gandhi*, FACEM  
 Michel Neeff, MBChB, FRACS  
 Alex Ng, MBChB, FRACS  
 Richard O. Nicol, MBChB *Otago*, FRCSEd FRACS  
 George Oosthuizen, MBChB LMCC FCS(SA)  
 Timothy Parke, MBChB *Edin.*  
 Rajan Patel, MBChB *Glas.*, FRCS  
 Sharad Paul, MBBS *Madras*, FRNZCGP  
 William Peters, MBChB MD  
 Peter Poon, MBChB, FRACS  
 Alkis Psaltis, MBBS *Adel.*  
 Tharumenthiran (Indran) Ramanathan, MBBS PhD  
*Syd.*, FRACS

Richard Reid, MBChB *Otago*, FRACS  
 Michael L. Rice, MBBS *Adel.*, FRACS  
 Peter A. Robertson, MBChB, FRACS  
 Michael Rodgers, MBChB, FRACS  
 Jeremy Rossaak, MBBCh *Witw.*, FRACS  
 Dean Schluter, MBChB, FRACS  
 Mazen Shasha, MBChB MSc *Basrah*  
 Donna Steele, MBChB, FACEM  
 Ian D. Stewart, BSc MBChB *Otago*, FRACS  
 Andrew Stokes, MBChB *Otago*, FRACS  
 Sherry Tagaloa, MBChB *Otago*  
 Fraser Taylor, MBChB *Otago*  
 David Theobald, MBBS *Lond.*, FRCS FRACS FAMS  
 Lynn Theron, MBChB *S.Af.*, FACEM FACAM  
 Barry Tietjens, MBChB, FRACS  
 John Tuckey, MBChB MMedSc, FRACS  
 Bruce Twaddle, MBChB, FRACS  
 Peter Vanniasingham, MBBS, FRACS FRCS  
 Thodur Vasudevan, MBBS *Madr.*, FRACS FRCSGlas  
 David Vernon, MBChB, FRACS  
 Kelly Vince, MD *Queb.*, FRCS  
 Christopher Wainwright, MBBS *Nott.*  
 Stewart Walsh, MBChB, FRACS  
 Julian White, MBChB *Otago*, FRACS  
 Liam Wilson, MBChB *Otago*, FRACS  
 Mark Wright, MBChB, FRACS

#### Honorary Clinical Lecturers

Anna Dare, MBChB  
 Michelle Locke, MBChB  
 Ben Loveday, MBChB  
 Sachin Mathur, MBChB *Otago*, PhD  
 Jacob Munro, MBChB  
 Mike Nicolls, MBChB  
 Kevinjit Sandhu, MBChB

#### Northland

#### Honorary Clinical Senior Lecturers

Shaun Purkiss, MBBS, FRACS  
 Subhaschandra Shetty, MBBS *GMCH (India)*

#### South Auckland

#### Professor

2002 Andrew G. Hill, MBChB MD EdD, FRACS  
 FACS

**Professor of Emergency Medicine**

2011 Gregory L. Larkin, MD MS *Penn. State*, MSPH  
Michigan, FACEP

**Associate Professor**

2001 Rocco Paolo Pitto, MD *Catholic U., Rome*, PhD  
Erlangen-Nuremberg, FRACS

**Senior Lecturer**

2011 Andrew D. MacCormick, MBChB PhD, FRACS

**Senior Research Fellow**

2011 Annette Beaudrais, BA PhD PGDipArts *Otago*,  
PGDip RMIT, PGDip Melb.

**Research Fellows**

2011 Daniel Lemanu, MBChB  
2012 Mataroria Lyndon, MBChB  
2012 Robert Shao, MBChB  
2011 Primal P. Singh, MBChB

**Honorary Clinical Professor**

Randall Morton, MBBS *Adel.*, MSc *Cape Town*,  
FRACS

**Honorary Clinical Associate Professor**

Wouter Ten Cate, MD

**Honorary Clinical Reader**

Garnet Tregonning, MBChB, FRACS FRCS

**Honorary Clinical Senior Lecturers**

David Adams, MBChB, FRACS  
Richard Babor, MBChB, FRACS  
Glenn Bartlett, MBChB, FRACS  
James B. Bartley, MBChB, FRACS  
Michael Boland, MBChB, FRACS  
Andrew Connolly, MBChB, FRACS  
Murray A. Cox, BSc MBChB *Otago*, FRACS  
David Flint, MBChB, FRACS  
Garth Poole, MBChB, FRACS  
Stanley Shing Loo, MBChB, FRACS  
Jonathan S. Wheeler, MBChB, FRACS

**Honorary Clinical Lecturers**

Tarik Sammour, MBChB  
Tzu-Chieh Yu MBChB

**Waikato/Rotorua****Senior Lecturer**

Win Meyer-Rochow, MBChB PhD, FRACS

**Honorary Associate Professor**

Ian Campbell, MBChB, FRACS

**Honorary Clinical Associate Professor**

Theo Gregor, MBChB PhD *Witw.*, FRCS FACS *Edin.*

**Honorary Clinical Senior Lecturers**

Grant Christey, MBChB *Otago*, FRACS  
Adam El Gamel, BSc MBChB *Cairo*, FRCS FRCSEd,  
MRCP  
Martyn Harvey, MBChB, FACEM  
Askar Kukkad, MBBS MS *M'lore*, MCh *Calicut*,  
FRCSEd FRACS (*jointly with Surgery*)  
Richard Reid, MBChB *Otago*, FRACS  
Udaya Samarakkody, MS MBBS DCH *Colombo*,  
FRACS FRCSEd  
Thodur Vasudevan, MBBS *Madras*, FRACS, FRCSGlas  
David Vernon, MBChB, FRACS

**Advanced Clinical Skills Centre****Director**

...

**Surgical Skills Programme Manager**

Janet Gardner, RGN DipMgt

**MEDICAL AND HEALTH SCIENCES EDUCATION,  
Centre for****Head**

Jennifer Weller, MD MBBS *Adel.*, MCLinEd NSW,  
FRCA FANZCA

**Centre/Postgraduate Programme Administrator**

Françoise Godet BA *Paris X*

**Associate Professor**

2004 Jennifer Weller, MD MBBS *Adel.*, MCLinEd  
NSW, FRCA FANZCA

**Senior Lecturer**

2009 Marcus Henning, MBus PhD *Auck.UT*,  
DipTchg ACE, MA

**Lecturer**

❖2009 Rain Lamdin, BSc MBChB PhD GradDipEd

**Professional Teaching Fellows**

❖2011 Nina Civil, MBChB  
❖2011 Rachel O'Sullivan, BSc(Hons) *Keele*,  
PGDipClinEd  
❖2011 Andrea Thompson, MSc *Auck.UT*, ACBD

**Senior Research Fellow**

2010 Craig Webster, MSc *Cant.*, PhD

**Research Fellows**

2011 Matt Boyd, MBChB *Otago*, MA PhD *Well*.  
2011 David Cumin, BE(Hons) PhD

**Honorary Senior Lecturer**

Boaz Shulruf, DipTchg *Zinman*, BSc *Open (Tel Aviv)*,  
MPH *Hebrew Univ.*, PhD

**CLINICAL SKILLS CENTRE****Director**

❖Andrew Wearn, MBChB MMedSc *Birm.*,  
MRCGP(UK)

**Lecturer**

❖2004 Harsh Bhoopalkar, GCCE NSW, MBChB  
MMedSc

**Professional Teaching Fellow**

❖2010 Miriam Nakatsuji, MBChB, MRNZCGP

**LEARNING TECHNOLOGY UNIT****Director**

Iain Doherty, BA(Hons) MLitt *Newcastle(UK)*, PhD  
*Edin.*

**Senior Tutors**

2004 Adam Blake, MET *Br.Col.*, BCom LLB  
2008 Pauline Cooper, MA

**SCHOOL OF NURSING****Head of School**

Judy Kilpatrick, CNZM, BA, FCNA(NZ), RN

**School Manager**

Alison Gray



**Professors**

- 2009 Merryn Gott, MA *Oxf.*, PhD *Sheff.*  
 2000 Matthew Parsons, BSc(Hons) MSc PhD *Lond.*, RN

**Associate Professors**

- 1993 Robyn Dixon, MA PhD, RN  
 2002 Andrew Jull, DipBusStudies *Massey*, MA *Well.*, PhD, RCpN  
 1999 Judy A. Kilpatrick, CNZM, BA, FCNA(NZ), RN  
 1999 Nicolette Sheridan, DipOHP *Otago*, MPH PhD, DipTchg, RN

**Senior Lecturers**

- 2000 Heather Baker, BA PGDipSocSci *Massey*, MA, RN, RM  
 2009 Michal Boyd, MSc *Arizona*, MS ND *Colorado*, RN, NP  
 2008 Terryann Clark, MPH PhD *Minn. State*, RN  
 2001 Helen Hamer, MN *Massey*, PhD, RN  
 2001 Michelle Honey, BASocSci MPhil *Massey*, PhD, RN  
 2009 Stephen Jacobs, BA PhD DipTchg  
 2007 Jacquie Kidd, MN *Otago Polytech.*, PhD, RN  
 2002 Anecita Gigi Lim, BScN *Bohol (Philippines)*, DipSocSci *Massey*, MHSc GradDipSc, FCNA(NZ), RN  
 2002 Dianne Marshall, BASocSci MA *Massey*, RN  
 2002 Ann McKillop, MA *Massey*, DN *Technol.Syd.*, RN  
 1997 Anthony O'Brien, BA MPhil *Massey*, RN  
 1999 John Parsons, BSc(Hons) *Brun.*, PGDipHSc *Auck.UT*, MHSc PhD  
 2011 Kathy Peri, MHSc *Otago*, PhD, RN  
 2008 Kate Prebble, BA MHSc PhD, RN  
 2002 Susan Waterworth, MPhil *Liv.*, MSc *DANS Manc.*, RN

**Lecturers**

- 2001 Barbara Daly, BSc MHSc, RN  
 2006 Karen Hoare, MSc *Northumbria*, NP PhD *Monash*, RN RHV RGN RSCN(UK)  
 2007 Anna King, BNurs(Hons) PhD, RN  
 2005 Deborah Rowe, BHSc DipNurs *Auck.UT.*, MMgt MHSc PGDipBus, RN

**Professional Teaching Fellows**

- 2011 Gemma Aburn, BNurs(Hons), RN  
 2006 Michelle Adams, BHSci *E.Cowan*, MA *Portsmouth*, RN  
 2009 Joanne Agnew, MNurs PGDipHSc, RN  
 2008 Cathleen Aspinall, MSc *C.Lancs.*, RN  
 2007 Jane Barrington, MHSc, RN  
 2004 Jane Bebbington, MHSc *Auck.UT*, RN  
 2009 Marie Cameron, MSc *Aberd.*, RGN  
 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  
 2005 Lesley Doughty, BHSc *Auck.UT*, MEd, RN  
 2007 Bronwyn Hedgecock, MHLthScEd *Syd.*, RN  
 2007 Helen Malcolm, MN *Otago Polytech.*, RN  
 2007 Stacey McLachlan, PGDipHSc, RN  
 2009 Sandra Oster, BN *Winona State*, MSN *Minn. State*, RN  
 2003 Reena Patel, BHSc *Auck.UT*, MN PGDipHealInf *Otago*  
 2007 Karyn Scott, BHSc *Auck.UT*, PGDipNurs, RN

- 2007 Kathy Shaw, MHSc *Auck.UT*, RN  
 2008 Deb Somerville, MNurs, RN  
 2005 Lisa Stewart, BA MNurs, RN  
 2011 Kim Ward, PGDipHSc, RN  
 2010 Michele Yeoman, PGDipHSc, RN

**Research Fellows**

- 2009 Gary Bellamy, BN(Hons) *Nott.*, MA PhD *Sheff.*  
 2010 Rosemary Frey, MSc PhD *WI*  
 2004 Kate Thom, MA *Cant.*, PhD

**Honorary Professor**

- Christine Ingleton, BEd *Manc.*, MA *Leeds*, PhD *Sheff.*, RN

**Honorary Associate Professor**

- Margaret P. Horsburgh, CNZM, EdD *C.Sturt.*, MA *DipEd*, FCNA(NZ), RN, RM

**Honorary Senior Lecturers**

- Susan Bramah Adams, MSc, RHV, RN  
 Kerry-Ann Adlam, BHSc MN *Avondale Coll. (NSW)*, RN  
 Susan Aitkenhead, MSc *Edin.*, PGDipPallMed *Glas.*, RN  
 Margareth Broodkorn, MNurs, RN  
 Taima Campbell, BN *Waik.*, MNurs, RN  
 Andrew Cashin, BHSc MN PhD DipAppSci *Technol. Syd.*, RN, MHN, NP  
 Maree Cassidy, PGDipHSc, RN  
 Alex Craig, MN *Massey*, RN  
 Lyn Dyson, MA *Massey*, RN  
 Denise Kivell, MHSc, RN  
 Jan Nichols, MPH, RN  
 Di Roud, MHSc *Auck.UT*, RN

**Honorary Lecturers**

- Gareth Edwards, MSc *Aberd.*  
 Deborah Harris, MHSc, RN  
 Rose Lightfoot, MPH, RN  
 Russell Vickery, MEd PGDipEd

**Honorary Professional Teaching Fellows**

- Sara Aiken, MHSc *Auck.UT*, BHSc, RN  
 Donna Aitken  
 Karen Alden, BNurs PGCertHSc, RN  
 Cheryl Atherford, MHSc, RGON  
 Amanda Louise Browne, BSc *W.England*, RN  
 Elizabeth Buckley, BA MNurs, RN  
 Glenda Butturini, PGCertHSc, RN  
 Jean-Michel Burgess, BSc *Lond.S.Bank*  
 Cherry Campbell, MHSc *C.Sturt*, RN  
 Jessie Crawford, MN *Massey*, RGON, NP  
 Michelle Dawson, DipHE *C.Lancs.*  
 Michael Geraghty, BA MHSc, NP RMN(UK), RN  
 Maureen Harte, MNurs, NP  
 Jo Hathaway, MNurs, RN  
 Lorraine Hetaraka, PGDipHSc, RN  
 Emma Hill, RN  
 Sonia Hromadko, BN *Waik. Polytech.*  
 Jayne Huggard, MHSc, RN  
 Joyce Whye Sook Leong, BNurs MSc, RN  
 Brigid Aimee Mathias, BCN *Otago Polytech.*, PGCertHSc, RN  
 Kiri Matiatos, PGCertHSc, RN  
 Bev McClelland, MHSc, RN RMN(SA)  
 Shirley McKewen, BNurs MA, RPN  
 Jacqueline Robinson, NP, RN  
 Nicky Sayers, BNurs, RN  
 Fran Storr, MNurs PGCertHSc



Wendy Tustin-Payne, MNurs, RN  
Adair Watson, MN, RN

#### Honorary Clinical Associate Professor

Amanda Wheeler, BSc BPharm *Otago*,  
PGDipClinPsychPharm *De Montfort*,  
MRPharmS

#### Honorary Clinical Senior Lecturers

Jagpal Benipal, BHSc MBS *Massey*, A/FACHSE,  
PhD, RN  
Jane Brosnahan, BN MA *Well.*, RN, MCNA  
Annie Fogarty, BHSc *Auck.UT*, MA DipBusMgt  
*Massey*, RN  
Philippa Jones, MA DMS, MCGI, RN  
Ross Turner, MA(Applied) *Well.*

#### Honorary Clinical Lecturers

Viv Atkins, MNurs, RN  
Dianne Barnhill, BN PGDipHSc, RN  
Sheryll Beveridge, BHSc, RN  
Kathryn Blakey, RN  
Pip Brown, MA, RN  
Karyn Bycroft, MNurs, RCompN  
Margaret Colligan, MNurs, RN  
Justine Dahlenburg, PGDipProfNursPract *Otago*  
*Polytech.*, RN  
Janette Dallas, MN *Massey*, RN  
Camille Davis, MSN *Texas A&M*, NP  
Lorna Davis, BA *Leeds Met.*, MA *York(UK)*, RN  
Barbara Docherty, PGDipHSc, RN  
Renee Edwards, BHSc PGDipHSc, RN  
David Garland, PGDipHSc, RN  
Maureen Goodman, MNurs, RCpN  
Deidre Gordon, PGDipHSc, RN  
Chris Gruys, PGDipHSc, RN  
Diana Hart, BA MNurs, NP, RN  
Samantha Heath, BSc *Manc.*, MA *Wolv.*, RN  
Karin Hoedl-Lang, RN  
Janine Horsfall, RN  
Maria Kekus, MN, NP RGN  
Ana Kennedy, BSc *Calif. State*, MSc *UCSF*, NP  
Carla MacMillan, PGDipHSc, RGON  
Jayne Mason, PGDipHSc, RN  
Jean Mary McQueen, MN *Massey*, RM(UK), RN  
Duncan Milne, BHSc *Auck.UT*, MNurs, RN  
Yvonne Morgan, DipHENursing *E.Anglia*, MHSc, RN  
Rhondra Paice, BHSc *Auck.UT*, MHSc DipHealth,  
RN  
Declan Rogers, BA *Well.*, DipHENursing *Herts.*  
Karen Schimanski, PGDipHSc, RGON  
Adrienne Scott, BHSc *Auck.UT*, MN *Massey*, RN  
Barbara Smith, DipEd *Massey*, BA MHSc, RN, RM  
Adrienne Strickland, RN  
Melody Trueman, RN  
Cynthia Wensley, BA PGDipHSM *Massey*, MHSc  
Paula Whitfield, MNurs, RN  
Anne Williamson, MHSc *Manukau.IT*, RN

#### Waikato

##### Senior Lecturer

2007 Jacquie Kidd, PhD, RN

##### Clinical Lecturer

Kathy Shaw, MHSc *Auck.UT*, RN

## SCHOOL OF PHARMACY

#### Head

Julia Kennedy, BSc PhD PGDipClinPharm *Otago*,  
DipPharm *CIT(NZ)*

#### Administrator

Anna Evans

#### Professors of Pharmacy

2007 Gil Hardy, GRIC *Lond.*, PhD *Bath*, FRSC  
2012 Julia Kennedy, BSc PhD PGDipClinPharm  
*Otago*, DipPharm *CIT(NZ)*  
2000 John P. Shaw, ONZM, BSc PhD *Brighton*,  
DipClinPharm *Aston*, FNZCP FRPharmS FPS,  
RegPharmNZ

#### Associate Professors

2005 Joanne Barnes, BPharm PhD *Lond.*,  
MRPharmS, FLS, RegPharmNZ  
2003 Sanjay Garg, MPharm *Delhi*, PhD *Nat. Inst.*  
*Immunol.*, *New Delhi*, MMgT  
2002 Janie L. Sheridan, BPharm *Bath*, BA *Middx.*  
PhD *Lond.*, FRPharmS, RegPharmNZ

#### Senior Lecturers

2008 Raida S. Al-Kassas, BSc *KSU*, PhD *Belf.*  
2001 Raid Alany, BPharm MSc *Baghdad*, PhD  
*Otago*, FNZCP, RegPharmNZ  
2007 Zaheer-Ud Din Babar, BPharm *B.Zak.*,  
MPharm PhD *Sci.U.Malaysia*  
2004 Jeff Harrison, BSc *Aston*, PhD *Brist.*, DipClin  
Pharm *Bath*, MRPharmS, BCPS, RegPharmNZ  
2005 Nataly Martini, MSc PhD *Pret.*  
2004 Ailsa McGregor, BSc(Hons) *Aberd.*, PhD *Glas.*  
2004 Bruce Russell, BPharm PhD *Otago*,  
MRPharmS, RegPharmNZ  
2005 Jingyuan Wen, BPharm MSc *China*, PhD  
*Otago*  
2009 Zimei Wu, MSc *Nanjing*, PhD *Otago*

#### Lecturers

2009 Trudi Aspden, BPharm PhD *Nott.*,  
RegPharmNZ  
2011 Darren Svirakis, BPharm BHB PhD,  
RegPharmNZ

#### Professional Teaching Fellows

2012 Philippa Keast, DipPharm *CIT (NZ)*, MPS,  
MRPharmS ANZCP, RegPharmNZ  
2012 Maureen McDonald, DipPharm *CIT(NZ)*,  
RegPharmNZ  
2012 Adele Print, BSc BPharm MCLinPharm *Otago*,  
RegPharmNZ  
2005 Anne Rew, BPharm PGDipPharm *Otago*,  
RegPharmNZ

#### Senior Tutors

2005 Lynne Bye, DipPharm *CIT(NZ)*, DipBusMMgt  
RegPharmNZ  
2005 Derryn Gargiulo, MPharm *Otago*,  
RegPharmNZ  
2005 Maree-Ann Jensen, DipPharm *CIT(NZ)*,  
PGDipPharm *Otago*, MRPharmS, FPS,  
RegPharmNZ  
2005 Sanyogita Ram, BPharm *Otago*, LLB,  
RegPharmNZ

#### Honorary Professor

Ross Tsuyuki, BSc *Br.Col.*, PharmD *SUNY*, MSc  
*McM.*, FCSHP FACC

**Honorary Associate Professors**

Patrick A. Ball, BSc *Aston*, MSc *Birm.*, PhD *Wales*,  
FNZCP, MRPharmS, MCPP  
Rosemary A. Beresford, ONZM, BPharm *Nott.*, MSc  
*Glas.*, PhD *Otago*, RegPharmNZ  
Geoffery Sussman, OAM, BPharm *Monash*, FPS  
FACP FAWMA FAIPM

**Honorary Senior Lecturers**

Linda Bryant, BPharm MCLinPharm PhD *Otago*,  
RegPharmNZ  
Douglas Hancox, BPharm *Lond.*, DipEdStud *Well.*,  
MRPharmS, RegPharmNZ  
Simon C. S. Hurley, BSc *Brighton*, MSc *Aberd.*,  
DipPH *Otago*, MRPharmS, RegPharmNZ  
Fiona Kelly, BPharm PhD GradDipPharmPrac *Syd.*,  
RegPharmNZ  
Nadir Kheir, BPharm *Cairo*, PhD PGDipPharm  
*Otago*, ANZCP  
Philip Rasmussen, MPharm, RegPharmNZ  
Shane Scahill, BPharm *Otago*, MMgt PhD,  
RegPharmNZ  
Simon A. Young, BPharm(Hons) *Lond.*, PhD  
*Portsmouth*, FAHE, RegPharmNZ  
Monica Zolezzi, BPharm *Peru*, MSc *Edmonton*

**Honorary Lecturers**

Arthur Bauld, DipPharm *CIT(NZ)*, MRPharmS,  
RegPharmNZ  
Melissa J. Copeland, BPharm(Hons) *Otago*, PhD,  
FNZGP, RegPharmNZ  
Ian J. McMichael, DipPharm *CIT(NZ)*, RegPharmNZ  
Kanhaiya Sharma, MSc *Ghy*, PhD *All India IMS*,  
*New Delhi*  
Andrea Shirtcliffe, BPharm PGDipClinPharm *Otago*,  
RegPharmNZ  
Leanne Te Karu, DipPharm *CIT(NZ)*, PGCertPharm  
PGDipPharm, RegPharmNZ

**Honorary Clinical Senior Lecturers**

Kim Brackley, DipPharm *CIT(NZ)*, MSc *Lond.*  
Keith Crump, DipPharm *CIT(NZ)*, PGDipPharm  
*Otago*, RegPharmNZ  
Amanda Wheeler, BSc BPharm *Otago*,  
PGDipClinPsychPharm *De Montfort*, PhD,  
MRPharmS

**Honorary Clinical Lecturers**

Debbie Bassett-Clark, MCLinPharm *Otago*,  
MRPharmS, RegPharmNZ RegPharmAus  
Anne Blumgart, DipPharm *Witw.*, PGDipPH,  
RegPharmNZ  
Elizabeth Brookbanks, MCLinPharm *Otago*,  
DipPharm *CIT(NZ)*, MRPharmS, RegPharmNZ  
Marilyn Crawley, MCLinPharm *Otago*, RegPharmNZ  
Sian Dawson, BPharm(Hons) *Cardiff*, MRPharmS,  
RegPharmNZ  
Caroline De Luca, BPharm PGDipPharm *Otago*,  
RegPharmNZ  
Sarah Fitt, BPharm *Lond.*, DMS *UK*, MRPharmS,  
RegPharmNZ  
Patricia Hammond, BPharm(Hons) PGCertPharm,  
RegPharmNZ  
Bruce Hastie, BPharm *Otago*, FNZCP, RegPharmNZ  
Shaheen Mannan, MPharm *Dhaka*, RegPharmNZ  
Sanja Mirkov, BPharm *Belgrade*, ANZCP,  
RegPharmNZ  
Sanjoy Nand, DipPharm *CIT(NZ)*, MCLinPharm  
*Otago*, RegPharmNZ

Caroline Riddle, MPharm *Brighton*, DipClinPharm  
*Lond.*, MRPharmS RegPharmNZ  
Jenny Rous, DipPharm *S.Af.*, PGCertPharm *Otago*,  
RegPharmNZ  
Robert Ticehurst, BSc *Aston*, RegPharmNZ  
Angelene F. van der Westhuizen, BPharm *Otago*,  
MSc *Pret.*, MRPharmS, RegPharmNZ  
Jenny Young, MPharm *Otago*, RegPharmNZ

**SCHOOL OF POPULATION HEALTH****Head of School**

...

**School Manager**

Peggy McQuinn

**AUDIOLOGY****Head**

Grant Searchfield, BSc MAud PhD

**Administrator**

Kirsty McEnteer, BA

**Professor**

1990 Peter Thorne, CNZM, BSc DipSc *Otago*, PhD  
(jointly with *Physiology*)

**Senior Lecturers**

2000 Grant Searchfield, BSc MAud PhD  
2009 David Welch, MA PhD

**Lecturer**

2009 Mary O'Keefe, BSc MAud PhD

**Senior Tutor**

1994 Sharon Mein Smith, BSc *Massey*, DipAud  
*Melb.*

**Senior Research Fellow**

1986 David Munoz, BSc MBChB MD *San Andrés*,  
*Bolivia*

**Research Fellows**

2007 Kei Kobayashi, BEng *Sophia*  
2006 Ravindra Telang, BVSc&AH *Bom.*, MVSc PhD  
*IVRI (jointly with Physiology)*

**Clinical Audiologist**Manpreet Kaur, BSc *All India IMS*, MAud**Cochlear Implant Rehabilitationist**2008 Ellen Giles, BA MSc *Keele***EPIDEMIOLOGY AND BIOSTATISTICS****Head**

Robert K. R. Scragg, MBBS *Adel.*, PhD *Flin.*,  
FNZCPHM

**Administrator**

Susan Kelly

**Professors**

1999 Shanthi Ameratunga, MBChB *Otago*,  
DipObst, MPH *Johns Hopkins*, PhD, FRACP  
FNZCPHM  
2011 Mark Elwood, MBBCh BAO MD DSc *Belf.*,  
MBA *Massey*, FRCPCan FRSS FFPHM  
FAFPHM  
1990 Rodney T. Jackson, DipComH *Otago*, BSc  
MBChB MMedSc PhD DipObst, FNZCPHM  
1983 Robert K. R. Scragg, MBBS *Adel.*, PhD *Flin.*,  
FNZCPHM

- 2012 Boyd A. Swinburn, MBChB MD *Otago*,  
DipObst, FRACP  
2004 Alistair Woodward, MMedSci *Nott.*, MBBS PhD  
*Adel.*, FNZCPHM

**Associate Professor**

- 1986 Roger J. Marshall, MSc *S'ton.*, PhD *Brist.*

**Senior Lecturers**

- 2004 Karen Day, MA *UNISA*, PhD, RN  
1995 Kim Dirks, BSc *McG.*, MSc PhD  
2005 Daniel J. Exeter, MA PhD *St And.*  
2004 Alex MacMillan, MBChB MPH  
2009 Jennifer Utter, MPH *Minn.*, PhD  
2003 Susan Wells, MBChB DipObst, MPH PhD,  
FRNZCGP FNZCPHM

**Lecturers**

- 2003 Gillian Robb, MPH DipPhysio *Otago*,  
PGDipErg *Massey*  
2010 Simon Thornley, MBChB DipObst MPH PhD,  
FRNZCGP FNZCPHM

**Professional Teaching Fellows**

- 2007 Dennis Hsu, BCom BHSc MPH  
2002 Mark Lyne, DipEnvHASW *Lond.*, FIMLS

**Senior Research Fellows**

- 2003 Tania Riddell, BSc MBChB MPH DipObst,  
FNZCPHM  
1980 Alistair W. Stewart, BSc DipSc *Otago*  
2002 Joanna Stewart, MSc

**Research Fellows**

- 2012 Roshini Peiris-John, MBChB *Kelaniya*, PhD  
*Sri Jay.*  
2012 Isabel S. Sharpe, MBChB *Otago*, MPH,  
DipPaeds  
2011 Jinfeng Zhao, MSc

**Assistant Research Fellow**

- 2008 Sandar Tin Tin, MBBS *Inst. Med. (Myanmar)*,  
MPH

**Postdoctoral Research Fellows**

- 2003 Bridget Kool, BHSc *Auck.UT*, MPH PhD,  
FCNA(NZ), RN  
2011 Gerhard Sundborn, BSc MPH PhD

**Honorary Associate Professors**

- John Buchanan, BMedSc MBChB MA  
*Michigan State*, FRACP FRCPEd, FRCPA  
FRCPATH(*Lond.*)  
Richard Milne, MSc *Cant.*, PhD *Otago*

**Honorary Senior Lecturer**

- Lynn Sadler, MPH *Yale*, MBChB, FRANZCOG

**Honorary Senior Research Fellows**

- Judith Murphy, DipNEd DipN *Lond.*  
Elizabeth Robinson, MSc

**Honorary Research Fellow**

- Wing Cheuk Chan, MBChB MPH

**Honorary Clinical Senior Lecturer**

- Andrew Kerr, MBChB MA, FRACP

**GENERAL PRACTICE AND PRIMARY HEALTH CARE****Head**

- Ngaire Kerse, MBChB *Otago*, PhD *Melb.*, FRACGP  
FRNZCGP

**Administrator**

- Angela Robinson

**Elaine Gurr Professor of General Practice**

- 1991 Bruce Arroll, MHSc *Br.Col.*, BSc MBChB PhD  
DipObst, FNZCPHM FRNZCGP

**Professors**

- 2000 Felicity Goodyear-Smith, MBChB DipObst  
MGP *Otago*, MD, FRNZCGP MFFLM (RCP)  
1999 Ngaire Kerse, MBChB *Otago*, PhD *Melb.*,  
FRACGP FRNZCGP

**Associate Professors of General Practice**

- 1999 Stephen Buetow, MA PhD *ANU*  
2006 C. Raina Elley, BA(Hons) MBChB PhD,  
FRNZCGP  
1999 T. Kenealy, MBChB DipObst *Otago*, PhD,  
FRNZCGP

**Senior Lecturers**

- 1996 Henry Doerr, MD *Minn.*, DipObst, DHSM,  
FRNZCGP  
2003 Tana Fishman, DO *Philadelphia*, MS  
*Frostburg*, FRNZCGP  
2002 Peter Huggard, JP, MPH MEd, ACIS  
2002 John Kennelly, MBChB DAvMed *Otago*, LLM,  
DipOccMed, FRNZCGP FACLM  
2002 Anne-Thea McGill, BSc *Cant.*, MBChB *Otago*,  
FRNZCGP  
2005 Fiona Moir, MBChB, MRCGP  
2012 Helen Petoussis-Harris, BSc PGDipSci  
1995 Nicola Turner, MBChB DipObst DCH *Lond.*,  
MPH, FRNZCGP  
2003 Chris Wong, MBChB *Otago*, DipObst DipMSM,  
FRNZCGP

**Lecturer**

- 2000 Yvonne Bray, BHSc *Manukau.IT*, MA *Well.*,  
RGN(UK)

**Professional Teaching Fellows**

- 2011 Moira Camilleri, MD *Malta*, MSc *Wales*,  
FACHPM  
2010 Ross Davidson, MBChB *Otago*, FRCSCan,  
DABOS  
2010 Mark Fulcher, BSc MBChB MMedSc EdD  
DipSportMed, FACSP  
2011 Diane Raju, BSc  
2011 Judy Shinnick, DipCouns PGDipCBT *Massey*,  
MHSc, RGON PN  
2011 Keith Stafford, BSc  
2011 Stewart Wells, MBChB *Otago*, MPH

**Honorary Professor**

- Rod MacLeod, MBChB, MMedEd *Dund.*, PhD *Glam.*,  
DRCOG, FRCGP FACHPM

**Honorary Senior Lecturers**

- Derek Dow, MA DipEd PhD *Edin.*  
Christopher Hanna, MBChB DipSportsMed, FACSP  
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  
Andrew Thompson, GradDipChildMH *Auck.UT*,  
MANZASW  
Allyson Waite, BSc(Hons) *S'ton*, DClinPsy *Lond.*,  
PGDipCAT *E.Anglia*

**Honorary Research Fellows**

- Liz Kiata, MA PhD  
Dale Speedy, MBChB MSc *Ireland*, MD, FRNZCGP



**Honorary Clinical Associate Professor**

Thomas Marshall, OBE, MBChB DipObst, FRNZCGP

**Honorary Clinical Senior Lecturers**

Melanie Abernethy BSc MBChB *Otago*, DipObst, FRNZCGP

Neela Ahmed, MBBS *Chitt.*, BSc *Auck.UT*, FRNZCGP

Cecil Antony, BSc MBBS *Karnataka*, DipObst *Otago*, FRNZCGP

Tony Antunovich, MBChB DipObst, FRNZCGP

Prakash Appanna, MBChB *Natal*, FRNZCGP

Kati Blattner, DipMSM DipRuralMed *Otago*, MBChB, FRNZCGP FDRHMNZ

Malcolm Bollen, BSc MBChB *Otago*, FRNZCGP

John Bradley, MBChB *Witw.*, DipComEmMed, FRNZCGP

Jan Bryant, MBChB, FRNZCGP

Hilmer Budelman, ARZT *Hamburg*, DipTropicalMed *Bernhard Nocht (Hamburg)*, DipG&O, FRNZCGP

John Burton, MBChB, FRNZCGP

Nigel Cane, MBChB DipObst, FRNZCGP, MRCGP

Raymond Chan, MBChB, FRNZCGP

John Chapman, MBChB *Otago*, FRNZCGP

David Chee, MBChB, FRNZCGP

Jim Corbett, MBChB *Otago*, FRNZCGP

Mutthuvel Devarajah, MBBS *Jaffna*, FRNZCGP

Chris Douie, MBChB *Cape Town*, FRNZCGP

Indira Edwards, MBBS *Colombo*, FRNZCGP

Kyle Eggleton, MBChB DipObst, FRNZCGP

Graeme Fenton, MBChB *Otago*, FRNZCGP

Peter Fleischl, MBChB *Otago*, DipObst

DipGeriatricMed, FRNZCGP

Alister Fraser, MBChB DipObst DipMuscMed, FRNZCGP

Stephen Gates, MBChB DipObst DipComEmMed, FRNZCGP

Derek Gibbons, MBChB PGDipRPHP *Otago*, DipObst DipComEmMed, FRNZCGP

Tony Hanne, MBBS *Lond.*, MGP *Otago*, LRCP *Lond.*, DipObst, FRNZCGP MRCS(UK)

Marcus Hawkins, BMedSci BM BS *Nott.*, FRNZCGP

Mark Haywood, MBChB *Otago*, FRNZCGP

Jean Hemmes, MBChB DipObst, FRNZCGP

Lawrie Herd, MBChB *Liv.*, DCH *Lond.*, FRNZCGP MRCGP

Harry Hillebrand, MBChB DipObst, FRNZCGP

Ian Hoffer, MD *Manit.*, FRNZCGP

Douglas Horne, MBChB, FRNZCGP

Richard Hulme, MBChB DipComEmergMed MMedSc, FRNZCGP

Liz Humm, MBChB *Leic.*, FRNZCGP

Brett Hyland, MBChB DipObst, FRNZCGP

Carl Jacobsen, MBChB *Otago*, DRCOG, FRNZCGP

Tom James, MBChB *S'ton.*, DipGerMed, DipObstGyn, FRNZCGP

Nathan Joseph, MBChB *Otago*, FRNZCGP

Margaret Karetai, MBChB DipObst, FRNZCGP

David Karthak, MBBS *All India IMS*, FRNZCGP

Shubra Kaul, MBBS *Kashmir*, FRNZCGP

Oruba Khalil, MBChB *Al-Mustansiriya*, FRNZCGP

Azra Kreho-Staka, MBChB *Sarajevo*, DipOnco *Zagreb*, FRNZCGP

John Kyle, MBChB DipObst, FRNZCGP

Aniva Lawrence, MBChB, FRNZCGP

Mark Lockwood, MBChB, FRNZCGP

Gary MacLachlan, MBChB, FRNZCGP

Steve Main, BSc *Reading*, MA MBBChir *Camb.*, PhD *Reading*, DA *UK*, DRCOG, FRNZCGP, MRCGP

Tim Malloy, MBChB DipChildHealth *Otago*, DipObstGyn, FRNZCGP

Janan Mansour, MBChB *Baghdad*, FRNZCGP

Paula Mathieson, MBChB *Otago*, FRNZCGP

Tony Mayne, MBChB, FRNZCGP

Namir Matti, MBChB *Baghdad*, FRNZCGP

Kathy McKay, MBChB, FRNZCGP

Paul Milton, MBChB, FRNZCGP

John Morgan, BSc(Med) *St And.*, MBChB *Manc.*, FRNZCGP, MRCP MRCGP

Hanie Nasir, MBChB, FRNZCGP

Lance O'Sullivan, MBChB, FRNZCGP

Warwick Palmer, MBChB DipObst, FRNZCGP

Vivek Patel, MBBS *Bom.*, FRNZCGP

Sesha Prasad, MBBS *Calc.*, FRNZCGP

Leo Revell, MBChB, FRNZCGP

John Robinson, MBChB *Sheff.*, FRNZCGP

Salam Salih, MBChB *Mosul*, FRNZCGP

Joseph Scott-Jones, BMBS *Sheff.*, DipGeriatricMed *UK*, DipObst DipSportsMed, FRNZCGP, MRCGP

Michael Slatter, MBChB DipComEmMed DipObst, FRNZCGP

Rajiv Sood, MBBS *New Delhi*, FRNZCGP

David Spear, MBBS *Lond.*, FRNZCGP

Hardus Swartz, MBChB *S.Af.*, FRNZCGP, DipUltrasound *S.Aust.*

Juan Toledo, MBChB, FRNZCGP

Tony Townsend, MBChB *Otago*, FRNZCGP

Tharani Vignakumar, MBBS *Jaffna*, FRNZCGP

Peter Vincent, MBChB, FRNZCGP

Pieter Vosloo, MBChB, FRNZCGP

Harry White, MBChB *Edin.*, FRNZCGP

Jon Wilcox, MBChB *Otago*, DipObst, FRNZCGP

Simon Wilkinson, DipGP DipObst DipSportsMed *Otago*, MBChB, FRNZCGP

David Wilson, MBBS *Lond.*, FRNZCGP

**Honorary Clinical Lecturers**

David Atkinson, MBChB

Kathy Bakke, MD *Oregon Hlth Sci.*

Thomas Doo, MBChB

Herbert Morrison, MBBS *Ibadan*

Wessel Oosthuizen, MBBChB *Stell.*

Marc Paton, MBChB *Liv.*, PGDipGP *Otago*

Adrian Pett, MBBS *Lond.*

Gisela Richards, StateExamMed *Heidelberg*

Peter Sandin, MBChB *Otago*

Vikas Sethi, MBChB *Sheff.*

**Waikato/Rotorua****Professor**

2006 Ross Lawrenson, MBBS MD *Lond.*, DipComH *Otago*, DRCOG(UK) DHMSA(UK), FAFPHM FFPH FRCGP

**Director Clinical Teaching**

Fraser Hodgson, MBChB DipObst, FRNZCGP

**Research Fellow**

2006 Veronique Gibbons, MSc *LondHTM*, PhD

**Honorary Clinical Senior Lecturers**

Keith Buswell, MBChB, FRNZCGP

Malcolm Carmichael, MBChB DipObst

DipChildHealth *Otago*, FRNZCGP

Bernard Conlon, MBBCh BAO *Belfast*, FRNZCGP



Jennifer Dawson, MBBS *Melb.*, FRNZCGP  
 Brendon Eade, MBChB, FRNZCGP, MRCGP  
 Rawiri Keenan, MBChB *Otago*  
 Steven Lillis, MBChB DipSportsMed MGP *Otago*,  
 PhD, FRNZCGP  
 Maric Lockwood, MBChB, FRNZCGP  
 Max Neate, MBChB DRCOG *Lond.*, FRNZCGP  
 Joseph Scott-Jones, BMBS *Sheff.*, DipGeriatricMed  
*UK*, DipObst DipSportsMed, FRNZCGP,  
 MRCGP  
 Rachel Thomson, MBChB *Otago*, FRNZCGP,  
 MRCGP(*UK*)  
 Raewyn Upsdell, MBChB, FRNZCGP  
 Preetha Varma, MBBS *Calicut*, FRCGP

### GOODFELLOW UNIT

#### Director

Peter Huggard, JP, MPH MEd EdD, ACIS

#### Administrator

Cecile Pilkington

#### Goodfellow Postgraduate Chair in General Practice

2000 Felicity Goodyear-Smith, MBChB DipObst  
 MGP *Otago*, MD, FRNZCGP MFFLM (RCP)

#### Lecturer

2006 Karen Hoare, PhD *Monash*, MSc *Northumbria*,  
 NP RN(NZ) RGN RSCN(*UK*) RHV, FCNA

#### Professional Teaching Fellow

2006 Perrin Rowland, BA(Hons) *Carnegie-Mellon*,  
 MA

### HEALTH SYSTEMS

#### Head

Tim Tenbensel, BA(Hons) PhD *ANU*

#### Administrator

Wendy Hicks

#### Professor

1992 Toni Ashton, MA PhD

#### Associate Professor

2002 Nicola North, MA PhD *Massey*, FCNA(NZ), A/  
 FACHSE, RM, RN

#### Senior Lecturers

2006 Peter Carswell, MCom PhD  
 2012 Richard Edlin, MA PhD *Sheff.*  
 2005 Rob McNeill, MA *Cant.*, PhD  
 1997 Tim Tenbensel, BA(Hons) PhD *ANU*

#### Lecturers

2010 Monique Jonas, PhD *Lond.*, MA  
 2012 Laura Wilkinson-Meyers, MSc *LSE*, PhD

#### Honorary Senior Lecturer

Rod Perkins, BDS *Otago*, MHA *Georgia State*, PhD  
*NSW*, FACHSE

#### Honorary Lecturers

Adrian Field, MA PhD *Massey*  
 Jeanne Reeve, BSc *W.England*, PhD

### NATIONAL INSTITUTE FOR HEALTH INNOVATION

#### Director

Christopher Bullen, MBChB DObst DCH *Otago*,  
 MPH, PhD, FAFPHM FNZCPHM

#### Co-Director, Business Development

Malcolm Pollock

#### Associate Director

Cliona Ni Mhurchu, BSc(Hons) *Trinity(Dub.)*, PhD  
*S'ton.*

#### Associate Director, Business Services

Julian Pinfold

#### Professor

2005 James R. Warren, BSc PhD *Maryland (jointly  
 with Computer Science)*

#### Associate Professors

2000 Christopher Bullen, MBChB DObst DCH  
*Otago*, MPH, PhD, FAFPHM FNZCPHM  
 ❖2002 Andrew Jull, MA *Well.*, DipBusStudies  
*Massey*, PhD, RCpN  
 2005 Ralph Maddison, MSc PhD  
 1998 Cliona Ni Mhurchu, BSc(Hons) *Trinity(Dub.)*,  
 PhD *S'ton.*

#### Senior Lecturer

2004 Martin Orr, MBCh BAO *Belf.*, DBA *S.Cross*,  
 FRANZCP

#### Lecturer

2004 Karen Day, MA *UNISA*, PhD, RN

#### Senior Research Fellows

2008 Korey Atalag, MD PhD, FACHI  
 1999 Carlene Lawes, MBChB *Otago*, MPH, PhD,  
 FAFPHM FNZCPHM  
 2011 Natasha Rafter, MBChB *Otago*, DRACOG,  
 FAFPHM NZCPHM  
 1995 Natalie Walker, MSc *Well.*, DPH *Otago*, PhD  
 2005 Robyn Whittaker, MBChB MPH PhD,  
 FNZCPHM

#### Research Fellows

2006 Helen Eyles, MSc *Otago*, PhD  
 2005 Yannan Jiang, BSc *Beijing Normal*, MSc PhD  
 2008 Vaughan Roberts, MSc PGDipSci  
 2010 Vanessa Selak, MBChB MPH, FAFPHM  
 FNZCPHM  
 2012 Wilma Waterlander, MSc PhD *Amsterdam*

#### Honorary Research Fellow

Chris Paton, BM BS, BMedSci *Nott.*, FACHI

### PACIFIC HEALTH

#### Head of Department

Teuila Percival, QSO, MBChB, FRACP

#### Administrator

Telusila Moala-Vea, DipBus

#### Senior Lecturer in Pacific Health

2008 Teuila Percival, QSO, MBChB, FRACP

#### Lecturers

2002 Vili H. Nosa, MA PhD  
 1999 Malakai Ofanoa, ADHE *Ibadan*, DLSHTM  
*Lond.*, BSCHed *Canberra*, MScHPS *Lond.*

#### Research Fellows

2002 Vili H. Nosa, MA PhD  
 2001 David Schaaf, MSc PhD

### SOCIAL AND COMMUNITY HEALTH

#### Head

Elsie Ho, MNZM, MSocSc *HK*, PhD *Waik.*

#### Administrator

Rajal Purabiya, BSc *S.Guj.*, PGDipBus

**Director, Centre for Asian and Ethnic Minority Health Research**

Elsie Ho, MNZM, MSocSc HK, PhD Waik.

**Director, Population Mental Health**

Elsie Ho, MNZM, MSocSc HK, PhD Waik.

**Director, Auckland Tobacco Control Research Centre**

Marewa Glover, BA NSW, MASocSci DipPsych Waik., PhD

**Emeritus Professor**

David R. Thomas, MA Well., PhD Qld, FNZPsS

**Associate Professors**

1991 Peter Adams, MA PhD DipClinPsych

1990 Janet Fanslow, BS Iowa State, MSc Otago, PhD

2009 Elsie Ho, MNZM, MSocSc HK, PhD Waik.

**Senior Lecturers**

❖1998 Jennifer E. Hand, BA Well., PhD New School for Social Research (NY)

2008 Judith McCool, BA Cant., MPH PGDipPH Otago, PhD

2007 David Newcombe, BA(Hons) Flin., PhD Adel.

2006 Janine Wiles, MA Otago, PhD Queens(Can.)

**Lecturers**

2004 Robin Shepherd, BA Mass., MA Lesley, PhD Sur.Roeh, PGDip Harv.

**Professional Teaching Fellow**

2011 Sam White, BA CDs Weltec., PGDipHSc

**Senior Tutor**

2007 Deborah Hager, MPH

**Senior Research Fellow**

2000 Marewa Glover, BA NSW, MASocSci DipPsych Waik., PhD

**Research Fellow**

2012 Fiona Rossen, BSc(Hons) PhD

**Honorary Research Associates**

Tess Chow Wah Liew, BA PhD

Raymond Nairn, MA PhD

Amritha Sobrun-Maharaj, BA BEd(Hons) S.Af., MEd PhD Massey

Malcolm Stewart, BSc Well., PhD PGDipSci PGDipClinPsych Otago

David R. Thomas, MA Well., PhD Qld, FNZPsS

Samson Tse, MSc PhD Otago

**OPTOMETRY AND VISION SCIENCE****Head of Department**

...

**Departmental Manager**

Janine Perkinson, BEd Columbus State

**Coordinator of Clinical Programmes**

Robert J. Jacobs, MSc PhD Melb., GradDipBus LOsc, FAAO

**Clinic Director**

Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom

**Associate Professors**

1984 Robert J. Jacobs, MSc PhD Melb., GradDipBus, LOsc, FAAO

2010 Kenneth M. Robertson, OD MSc PhD Waterloo, FAAO

**Senior Lecturers**

2002 Monica Acosta, MSc Univ. Republic, Uruguay, PhD Hokkaido

1999 Geraint Phillips, BSc City(UK), OD Waterloo, DCLP Br. Coll. Optometrists, MCOptom

1998 John Phillips, MSc PhD, MCOptom, FAAO

2008 Benjamin Thompson, BSc(Hons) PhD Sus.

2008 Misha Vorobyev, DipPhys Leningrad, PhD USSR Acad. Sci.

**Lecturer**

2009 Nicola Anstice, BOptom(Hons) PhD

**Senior Tutor**

1998 Andrew Collins, BOptom MSc

**Senior Research Fellow**

2008 Julie Lim, MSc PhD

**Research Fellows and Postdoctoral Research Fellows**

2008 Joanna Black, BSc BOptom(Hons) PhD

2009 Angus Grey, BTech(Hons) PhD

2009 Simon Gunning, BMedSc(Hons) PhD Technol. Syd.

2008 Jason Turuwhenua, MSc PhD Waik. (jointly with Auckland Bioengineering Institute)

2009 Ehsan Vaghefi, MSc PhD

**NZAO Research Fellow**

2008 Simon Backhouse, BOptom PhD

**Clinical Senior Tutors**

Melinda Calderwood, BOptom GDipSci

Thomas Cossick, BS Flor. State, OD Houston

Richard Johnson, BOptom MCOptom Br. Coll. Optometrists, FAAO

Wanda Lam, BSc OD Wat.

Jonathan Payne, BOptom(Hons)

Jorge Perez-Velasco, BChe Georgia Tech., OD Alabama

Kathryn Sands, BOptom CertOcPharm

Bhavini Solanki, BSc(Hons) MSc UMIST, MCOptom

Melissa Teh, BOptom(Hons)

Kate Vanweerd, BOptom(Hons)

**Honorary Professor**

Michael Kalloniatis, MSc Melb., PhD Houston

**Honorary Senior Lecturer**

Jennifer P. Craig, BSc(Hons) PhD G.Caledonian, FAAO, MCOptom

**TE KUPENGA HAUORA MĀORI****Head of Department, Tumuaki**

M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObst, FNZCPHM

**Manager**

Sue Kistanna, BBus Open Polytech(NZ)

**Associate Professor Te Kupenga Hauora Māori**

2005 M. J. Papaarangi Reid, DipComH Otago, BSc MBChB DipObst, FNZCPHM

**Senior Lecturers Te Kupenga Hauora Māori**

❖2001 Pamela Te A. Bennett, BSc Otago, MBChB, FRANZCP

2005 Elana T. Curtis, MPH Otago, MBChB, FNZCPHM

1998 Lorna C. Dyllal, MSocSc Waik., MPP Well., DipComH Otago, PhD

2006 Rhys G. Jones, MBChB MPH, FNZCPHM

2007 Pat Neuwelt, MD *McM.*, PhD *Otago*, PGDipPH, FRNZCGP

#### Lecturer Te Kupenga Hauora Māori

2008 Anneke Anderson, MA PhD

#### Senior Tutors

2009 Robert Loto, MSocSc *Waik.*

1999 Sonia Townsend, BSc MA

## Faculty of Science

### City Campus

#### Dean

W. Grant Guilford, BPhil BVSc *Massey*, PhD *UC Davis*

#### Deputy Dean

Alan J. Lee, PhD *N.Carolina*, MA

#### Associate Dean (Academic)

Margaret Goldstone, MSc DipBus DipTchg *ACE*

#### Associate Dean (Research)

David L. Christie, MSc PhD

#### Associate Dean (Postgraduate)

Barry J. Brennan, BSc(Hons) PhD, MNZIP

#### Associate Dean (International)

William (Bill) D. Barton, MPhil *Massey*, MSc PhD DipTchg

#### Associate Dean (Tāmaki)

Winston D. J. Byblow, MSc PhD *S.Fraser*, BHK *Windsor*

#### Associate Dean (Partnering and Strategic Projects)

Roger Lins, BSc(Hons) PhD *Otago*, GradDipArts *Massey*, PGDipArts

#### Faculty Manager

Linda Thompson, BA *Otago*, MMgt PGDipBusAdmin *Massey*, DipTchg *ACE*

## CENTRE OF RESEARCH EXCELLENCE

### Maurice Wilkins Centre

#### Director

P. Roderick Dunbar, MBChB PhD *Otago*

#### Deputy Director

John Fraser, BSc(Hons) *Well.*, PhD, FRSNZ

#### Research Manager

Rochelle Ramsay, BSc(Hons) *Otago*, PGDipBusAdmin *Massey*

## RESEARCH UNITS, CENTRES AND INSTITUTES

### Bioinformatics Institute

#### Co-Directors

James Curran, MSc PhD  
Cristin Print, MBChB PhD

#### Operations and Business Development Manager

Kelly Atkinson, MSc *Arizona*, PhD

#### Adjunct Professor

✧ Allen G. Rodrigo, BSc(Hons) PhD DSc *Cant.*, FRSNZ

#### Senior Lecturer

1987 Howard Ross, BSc *York(Can.)*, MSc *Brock*, PhD *Dal.*

#### Senior Bioinformatician

2010 Louis Ranjard, MSc *Poitiers*, MSc *Évry Val d'Essonne*, PhD

#### Honorary Research Fellow

Emma Marks, BSc PhD

### Centre for Biodiversity and Biosecurity

#### Director

Michael N. Clout, BSc(Hons) *Edin.*, PhD, FRSNZ

### Centre for Discrete Mathematics and Theoretical Computer Science

#### Director

Cristian S. Calude, BSc PhD *Bucharest*, M.Acad Europaea

#### Deputy Director

Michael J. Dinneen, BSc *Idaho*, MSc PhD *Vic.(BC)*

### Centre for Software Innovation

#### Director

Arron Judson, BSc

### Institute for Innovation in Biotechnology

#### Director

✧ Joerg Kistler, DipNat *ETH Zürich*, PhD *Basle*, FRSNZ

#### Adjunct Professor in Molecular Genetics

✧ 2011 Ralf Schlothauer, MSc PhD *Hamburg U. Technol.*

#### AgResearch Senior Lecturer in Structural Biology

✧ 1999 J. Shaun Lott, BSc(Hons) *Sur.*, PhD *Leeds*

### Institute of Earth Science and Engineering

#### Director

Peter Malin, MS *Stan.*, PhD *Prin.*

#### Associate Director

Eylon Shalev, BSc PhD *Yale*

#### Professor of Earth Science and Engineering

2007 Peter Malin, MS *Stan.*, PhD *Prin.*

#### Professor

1969 Michael J. O'Sullivan, BE NZ, PhD *Cal.Tech.*, BSc ME, FIPENZ

#### Research and Postdoctoral Fellows

2009 Jennifer Eccles, MSc PhD *Camb.*  
2008 Peter Leary, MS PhD *Chic.*  
2008 Bridget Y. Lynne, MSc DipGeothermTech PhD  
2011 Justin Pogacnik, MSc PhD *Duke*  
2011 John Rugis, BSc PhD  
2008 Graham A. Ryan, MSc *Manc.*, PhD *Lanc.*  
2008 Eylon Shalev, BSc PhD *Yale*

### Light Metals Research Centre

#### Director

Mark P. Taylor, BE PhD, FICChemE, CEng

#### Associate Directors

Margaret M. Hyland, BSc(Hons) *Guelph*, PhD *W.Ont.*, CEng, FICChemE, MTMS MRSNZ  
James B. Metson, BSc PhD *Well.*, FNZIC, MTMS

#### Professor

Mark P. Taylor, BE PhD, FICChemE, CEng



**Senior Research and Postdoctoral Fellows**

- 2007 Nick Depree, BE GradDipCom PhD  
 2008 Mark Dorreen, BE(Hons) PhD  
 2003 Ron Etzion, MSc *Ben-Gurion*, PhD  
 2010 Mark Glucina, BE(Hons) PhD  
 2010 Grant McIntosh, MSc PhD  
 2005 Chuong L. Nguyen, BE *Ho Chi Minh City*, ME PhD  
 2006 Pretesh Patel, BE(Hons) PhD  
 2010 Chris Seal, ME PhD  
 2007 Jianning Tang, MSc PhD *W'gong*  
 2004 Zhang Wei, BE PhD *Univ. Sci. Technol., Beijing*

**Wine Industry Research Institute****Director**

Nick Lewis, BCom MA PhD

**BIOLOGICAL SCIENCES, School of****City Campus****Head of School**

Gillian Lewis, BSc(Hons) PhD *Otago*

**Deputy Director (Academic)**

Stuart Parsons, BSc(Hons) PhD *Otago*

**Deputy Director (Development)**

Judith A. O'Brien, BSc *Otago*, MSc PhD

**Deputy Director (Research)**

Richard C. Gardner, BA MSc PhD DSc, FRSNZ

**Director, First Year Teaching**

Amanda A. Harper, DipTchg ACE, MSc

**School Manager**

Peter Cattin, MSc PhD *Rand Afrikaans*

**University Distinguished Professors**

- ❖1997 Edward N. Baker, CNZM, MSc PhD, FRSNZ  
*FNZIC (jointly with School of Chemical Sciences)*  
 1998 Margaret A. Brimble, MNZM, MSc PhD *S'ton.*,  
 FRSNZ FRACI FNZIC FRSC, CChem *(jointly with School of Chemical Sciences)*

**Professors**

- ❖1993 C. Scott Baker, BA *S.Fla.*, PhD *Hawaii*  
 1977 Thomas Brittain, BSc(Hons) PhD *Scd E.Anglia*, FRSCHEM, FNZIC, CChem  
 1995 Kendall D. Clements, BSc *Well.*, PhD *James Cook*, MSc  
 1993 Michael N. Clout, BSc(Hons) *Edin.*, PhD, FRSNZ *(jointly with School of Environment)*  
 1993 Garth J. S. Cooper, DPhil *Oxf.*, BSc MBChB, DipObst, FRCPA FRSNZ *(jointly with Medicine)*  
 2002 P. Roderick Dunbar, MBChB PhD *Otago*  
 1985 Richard C. Gardner, BA MSc PhD DSc, FRSNZ  
 1987 Philip J. Harris, MA PhD *Camb.*  
 ❖1983 Joerg Kistler, DipNat *ETH Zürich*, PhD *Basle*, FRSNZ  
 ❖2011 William Lee, PhD DipSci *Otago*  
 1991 Gillian Lewis, BSc(Hons) PhD *Otago*  
 1978 John C. Montgomery, BSc(Hons) *Otago*, PhD DSc *Brist.*, FRSNZ *(jointly with Leigh Marine Laboratory)*  
 ❖2012 Wendy Nelson, MNZM, BSc(Hons) *Well.*, PhD *Br.Col.*, FRSNZ  
 ❖2011 Roger Pech, BSc PhD *Monash*

- ❖1997 Sally D. Poppitt, BSc *Newcastle(UK)*, PhD *Aberd.*  
 ❖1990 Allen G. Rodrigo, BSc(Hons) PhD DSc *Cant.*, FRSNZ  
 2012 Joel Rothman, BSc *Calif.*, PhD *Oregon*  
 ❖2007 Russell G. Snell, MSc *Otago*, PhD *Cardiff*  
 1990 Michael M. Walker, PhD *Hawaii*, MSc, FRSNZ

**Associate Professors**

- ❖2010 Andrew Allan, BSc(Hons) *Cant.*, PhD *Camb.*  
 1991 Nigel P. Birch, BSc *Massey*, MSc PhD  
 1982 David L. Christie, MSc PhD  
 ❖2011 Thomas Buckley, BSc PhD *Well.*  
 1987 Clive W. Evans, BSc PhD  
 ❖2008 David R. Greenwood, BSc(Hons) *Massey*, PhD *Liv.*  
 ❖1993 Donald R. Love, BSc(Hons) PhD *Adel.*, MRCPATH CBiol FIBiol, FAIBiol  
 ❖2011 Louise Malone, HSc PhD *Lond.*  
 1998 Peter Metcalf, BSc(Hons) *Cant.*, PhD  
 2002 Alok K. Mitra, MSc *Delhi*, PhD *IISc.*  
 1984 Brian G. Murray, BSc(Hons) PhD *Reading*, FLS  
 ❖2008 Richard D. Newcomb, MSc PhD *ANU*  
 2001 Stuart Parsons, BSc(Hons) PhD *Otago*  
 1983 Michael N. Pearson, BSc(Hons) *CNA*, PhD *Exe.*  
 1994 Joanna J. Putterill, MSc PhD  
 1999 Mary A. Sewell, MSc PhD *Alta.*  
 ❖2011 Matthew D. Templeton, BSc(Hons) PhD *Otago*  
 ❖1996 Robert P. Young, BMedSci MBChB *Otago*, DPhil *Oxon.*, FHKCP FRACP FRCP(UK)

**Adjunct Associate Professor**

- ❖2011 Ralf Schlothauer, MSc PhD *Hamburg U. Technol.*

**Senior Lecturers**

- 2003 Jacqueline R. Beggs, MSc PhD *Otago*  
 2008 Bruce Burns, MSc PhD *Colorado*  
 2005 Rochelle Constantine, BSc PGDipSci *Massey*, MSc PhD  
 2001 Karine David, BSc DEA PhD *Univ. Paris XI*  
 2006 Andrew J. Dingley, BSc PhD *Syd.*, MNZIC *(jointly with the School of Chemical Sciences)*  
 2004 Matthew R. Goddard, BSc(Hons) *Bangor*, PhD *Imperial College*, PGDip *Leic.*  
 2004 Deborah L. Hay, BSc(Hons) *Sheff.*, PhD *Lond.*  
 2007 Anthony J. Hickey, MSc PhD  
 2008 Gregory Holwell, BSc(Hons) *Melb.*, PhD GradDipEd *Macq.*  
 2005 Richard L. Kingston, BSc(Hons) PhD *Massey*  
 2000 Shane Lavery, MSc PhD *Qld. (jointly with Leigh Marine Laboratory)*  
 1991 Kerry Loomes, BSc(Hons) PhD *Massey*  
 ❖2011 Robin MacDiarmid, MSc PhD *Otago*  
 1993 Craig D. Millar, MSc PhD  
 ❖1981 Judith A. O'Brien, BSc *Otago*, MSc PhD  
 2004 George Perry, MSc *Cant.*, PhD *Melb.*, PGCap *Lond. (jointly with School of Environment)*  
 2007 Anthony R. J. Phillips, BSc *Well.*, MBChB *Otago*, PhD  
 1987 Howard A. Ross, BSc(Hons) *York(Can.)*, MSc *Brock*, PhD *Dal.*  
 ❖2011 Robert Schaffer, BSc *Aberd.*, PhD *E.Anglia*  
 1976 G. Kenneth Scott, BSc(Hons) *Manc.*, PhD *Edin.*  
 2000 Christopher Squire, MSc PhD



- 2007 Margaret Stanley, BSc(Hons) *Otago*, PhD *Monash*  
 1999 John A. Taylor, BSc(Hons) *Aberd.*, PhD *Edin.*  
 2007 Michael W. Taylor, BSc *Otago*, PhD *NSW*, MSc  
 2012 Louis Tremblay, BSc *Montr.*, MSc *McG.*, PhD *Guelph*  
 2007 Silas G. Villas-Boas, BSc *Campinas State*, MSc *Santa Catarina*, PhD *Tech. U. (Denmark)*  
 2010 Donald Wlodkowic, MSc *Poznan*, PhD *Kuopio (jointly with the School of Chemical Sciences)*

**AgResearch Senior Lecturer in Structural Biology**

- ✦1999 J. Shaun Lott, BSc(Hons) *Sur.*, PhD *Leeds*

**Horton Senior Lecturer in Plant Biogeography**

- 1993 Shane D. T. Wright, BSc *Cant.*, PhD

**Lecturers**

- ✦2003 Catherine E. Angel, BSc *Leeds*, MSc PhD *Aberd.*  
 2010 Augusto S. Barbosa, BA PhD *Brasilia*  
 1999 Todd E. Dennis, ScB *William Mary*, MS PhD *Virginia*  
 2010 Anne Gaskett, BA BSc(Hons) *Melb.*, PhD *Macq.*  
 2010 James Russell, MSc PhD PGDipSci *(jointly with Statistics)*  
 ✦2012 Steffen Klaere, Dipl-Math oec *Jena*, Dr. rer. nat. *LMU Munich (jointly with Statistics)*  
 ✦2008 Hilary Sheppard, BSc *Bath*, PhD *Leic.*

**Senior Tutors**

- 2009 Mel Collings, BSc(Hons) PhD  
 2007 Brendon Dunphy, MSc PhD  
 1994 Amanda A. Harper, DipTchg *ACE*, MSc  
 1987 Elizabeth Hitchings, BSc  
 2002 Selvan G. Reddy, BSc *Durban*, MSc *Witw.*  
 2008 Dave Seldon, BSc(Hons) GradDipSecTchg *Auck.UT*, MSc

**Senior Research Fellows**

- 2007 Jacqueline F. Aitken, MSc PhD *Texas*  
 ✦1997 Heather M. Baker, MPhil *Massey*, BSc  
 2005 Maria Jüllig, DrVetMed (PhD) *Swedish Univ. Agr. Sciences*, PhD *Uppsala*  
 ✦2011 Judith Sutherland, BSc DipGrad PhD *Otago*  
 2007 Shaoping Zhang, MSc *Jinan*, PhD *Stockholm*

**Research and Postdoctoral Fellows**

- 2011 Daniel Baker, BSc *Br.Col.*, MSc *New Br.*, PhD *Br.Col.*  
 2008 Ghader Bashiri, BSc *Shahid Chamran*, MSc *Guilan*, PhD  
 2002 Souyad Boudjelas, BSc *Oran*, MSc PhD *Wales*  
 2010 Anna Brooks, BCA BSc(Hons) *Well.*, PhD  
 2006 Esther M. M. Bulloch, BSc(Hons) *Massey*, PhD *Camb.*  
 ✦2008 Elaine Cooper, BTech(Hons) MSc PhD  
 2009 Stephanie Dawes, BSc(Hons), MSc PhD *Witw.*  
 2009 Peter Deines, DiplBiol Dr. rer. nat. *Christian Albrechts*  
 2007 James Dickson, BSc BSc(Hons) *Massey*, PhD  
 2010 Genevieve Evans, BSc(Hons) *Acad.*, PhD *Cant.*  
 2010 Rebekah J. M. Fuller, MSc PhD *Hawaii*  
 2011 Kristen Henty, MSc PhD  
 2011 Mauren Jaudal, BSc *Philippines*, MSc *Okayama*, PhD *Otago*  
 2004 Jodie Johnston, MSc PhD  
 2011 Hussila Keshaw, MSc PhD *King's Coll. Lond.*  
 2012 Kelvin E. M. Lau, BTech(Hons) PhD

- 2011 Kathryn L. Lee, BSc *Wales*, PhD *Lond.*  
 2012 Tet Woo Lee, BSc(Hons) PhD  
 2010 Verne Lee, MSc PhD  
 2010 Jennifer Malmstrom, MSc *Chalmers*, PhD *Aarhus*  
 ✦2006 Claudia J. Mansell, Diplom *Hannover*, PhD *Harv.*  
 2011 Julie McIntosh, BSc *Rand Afrikaans*, MSc PhD  
 2005 Bill Nagle, DipAgr DipFieldTech PGDipHortSci *Lincoln(NZ)*  
 2010 A. Norrie Pearce, MSc PhD  
 2010 Mazdak Radjainia, MSc *Frankfurt*, PhD  
 ✦2012 Matthew Rayner, MSc PhD  
 2005 Suzanne J. Reid, PhD PGDipSci  
 2009 Joanna Skommer, MSc *Poznan*, PhD *Kuopio*  
 2008 Pierre Tremouilhac, MSc *Ecole Nationale Supérieure Chimie (Lille)*, PhD *Karlsruhe*  
 2002 Harriet A. Watkins, BSc(Hons) *E.Anglia*, PhD *Warw.*  
 2004 Paul G. Young, BSc *Massey*, MSc PhD  
 2010 Linda Zhang, BSc MB PhD *Henan*

**Honorary Senior Lecturers**

- David J. Saul, BSc PhD *Sheff.*  
 ✦Guy R. Warman, MSc PhD *(jointly with Anaesthesiology)*

**Honorary Research Fellows**

- David L. Beck, MSc PhD *Calif.*  
 Ramesh R. Chavan, MSc *B'lore*, PhD *SP*  
 Lawrence C. W. Jensen, AB *Brown*, MSc PhD *Minn.*  
 David A. Keays, BSc LLB(Hons) *Qld.*, BSc(Hons) *Melb.*, PhD *Oxf.*  
 Maureen H. Lewis, MSc PhD  
 Michelle B. Locke, MBChB  
 John A. Macdonald, AB *Stan.*, PhD *Texas*  
 George Mason, MSc *NZ*, DPhil *UC Davis*  
 Raechel J. Milich, MSc PhD  
 Michael C. Miller, BSc(Hons) PhD *Liv.*  
 Csaba Moskat, MD *Debrecen*, PhD *Hungarian Acad. Sci.*  
 Anthony M. Roberton, BSc(Hons) *Otago*, DPhil *Oxf.*  
 Jonathan Stevens, MSc PhD *Well.*  
 Yu Wang, MB *Anhui Medical Univ.*, MSc PhD  
 Hong Xu, MA *Wuhan*, PhD *Zhongshan*

**CHEMICAL SCIENCES, School of****Head of School**

- James B. Metson, BSc(Hons) PhD *Well.*, FNZIC, MTMS

**Deputy Heads of School**

- Margaret A. Brimble, CNZM, MSc PhD *S'ton.*, FRSNZ FRACI FNZIC FRSC, CChem  
 Penelope J. Brothers, PhD *Stan.*, MSc, FNZIC FRSC

**School Manager**

- Catherine E. Comber, BCom *Rhodes*, PGDipBus

**University Distinguished Professors**

- 1997 Edward N. Baker, CNZM, MSc PhD, FRSNZ FNZIC *(jointly with School of Biological Sciences)*  
 1998 Margaret A. Brimble, CNZM, MSc PhD *S'ton.*, FRSNZ FRACI FNZIC FRSC, CChem

**Professors**

- 1988 Penelope J. Brothers, PhD *Stan.*, MSc, FNZIC FRSC

- 1986 Ralph P. Cooney, BSc(Hons) PhD DSc *Gld.*,  
FRSNZ FRACI FNZIC
- 1996 Laurence D. Melton, PhD *S.Fraser*, MSc,  
CChem, FRSC FAIC FNZIFST FNZIC FIAFST
- 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
- 2011 Margot Skinner, BSc(Hons) *S'ton.*, PhD,  
MNZIFST
- 2006 David E. Williams, MSc PhD, FRSNZ FNZIC  
FRSC, CChem

**Emeritus Professors**

- Graham A. Bowmaker, BSc PhD *Syd.*, FRSNZ,  
FNZIC FRACI FRSC, CChem
- George R. Clark, MNZM, PhD, DSc, FNZIC
- Charmian J. O'Connor, CBE, JP, MSc NZ, PhD,  
DSc, FRSNZ FRSC FNZIC, CChem
- Warren R. Roper, MSc NZ, PhD HonDSc *Cant.*,  
FNZIC FRS FRSNZ

**Associate Professors**

- 1978 Peter D. W. Boyd, BSc(Hons) *Tas.*, PhD  
*Monash*, FNZIC, MRACI
- 1993 Brent R. Copp, BSc(Hons) PhD *Cant.*, FNZIC
- 2011 Christian Hartinger, PhD Vienna
- 1997 Paul A. Kilmartin, BA BSc *Well.*, STB  
*Angelicum, Rome*, MTh *Syd.*, PhD, FNZIC,  
MNZIFST
- 1995 Gordon M. Miskelly, BSc PhD *Otago*, FNZIC,  
MACS
- 2002 Jadranka Travas-Sejdic, MSc *Zagreb*, PhD,  
MNZIC
- 1984 L. James Wright, MSc PhD, FNZIC, MACS

**Senior Lecturers**

- 2004 David Barker, BSc PhD *Syd.*, CChem, MRSC,  
MNZIC
- 2006 Andrew J. Dingley, BSc PhD *Syd.*
- 2005 Neil Edmonds, MSc NZ, FNZIC
- 2011 Jianyong Jin, BEng *Dalian*, MSc *Fudan*, PhD  
*Clemson*
- 2008 Duncan J. McGillivray, BSc(Hons) *ANU*, DPhil  
*Oxf.*, BA BSc, MNZIC MRSC MRACI CChem
- 2008 Jóhannes Reynisson, MSc *Iceland*, PhD  
*Copenhagen*, MRSC MNZIC
- 2007 M. Cather Simpson, BA *Virginia*, PhD *New*  
*Mexico*, MRSNZ, LMACS (*jointly with Physics*)
- 2004 Tilo Söhnle, DiplChem PhD *TU Dresden*,  
MNZIC
- 2009 Jonathan Sperry, BSc(Hons) PhD *Exe.*
- 2003 Geoffrey Waterhouse, MSc PhD, MNZIC
- 2010 Donald Wlodkowic, MSc *Poznan*, PhD *Kuopio*

**Lecturers**

- 2012 Bruno Fedrizzi, MSc PhD *Padova*
- 2006 Vijayalekshmi Sarojini, MSc PhD *Ban.*
- 2005 Peter Swedlund, MSc PhD, MNZIC

**Senior Tutors**

- 2005 C. Malini Arewgoda, BSc *Peradeniya*, PhD  
*Otago*, MNZIC
- 1982 Judith M. Brittain, BSc PhD *E.Anglia*, MNZIC
- 1997 David Salter, MSc PhD PGDipEd, MNZIC
- 2010 David C. Ware, BS *Berk.*, PhD *Stan.*, MNZIC
- 1982 Sheila D. Woodgate, BS *Arizona*, PhD *Stan.*

**Tutor**

- 2010 Amanda Heapy, BSc(Hons) PhD

**Senior Research Fellows**

- 2009 Karnika De Silva, BSc(Hons) *Colombo*, MPhil  
*Sri Jay.*, PhD *Aston*, FICChemC FPRI
- 2008 Paul Harris, MSc PhD

**Research Fellows**

- 2012 Carla Fonseca Paris, MSc PhD *Chile*
- 2010 Daniel Furkert, BSc(Hons) PhD
- 2007 Marija Gizdavic-Nikolaidis, BSc(Hons)  
*Belgrade*, PhD, MNZIC
- 2010 Amanda Heapy, BSc(Hons) PhD
- 2009 Renata Kowalczyk, MSc *Gdansk*, PhD
- 2010 Jennifer Malmstrom, MSc *Chalmers*, PhD  
*Aarhus*
- 2010 Grant McIntosh, MSc PhD
- 2005 Sudip Ray, BSc(Hons) MTech PhD *IIT*  
*Kharagpur*
- 2009 Yantao Song, ME PhD
- 2012 Tsz Ting Tuen, BSc(Hons) PhD
- 2012 Tom Woods, MChem *Newcastle(UK)*, PhD  
*Durh.*
- 2007 Bryon Wright, BSE *Ariz. State*, PhD *Utah*
- 2010 Sung Yang, MSc PhD
- 2002 Zoran Zujovic, MSc DSc *Belgrade*

**Honorary Professors**

- William A. Denny, ONZM, MSc PhD, DSc, FRSNZ  
FNZIC
- Andrew Waterhouse, BSc *Notre Dame*, PhD *UC Berk.*

**Honorary Associate Professor**

- Robert F. Anderson, MSc PhD, FNZIC FRSC, CChem

**Honorary Research Fellows**

- Mark Bart, BSc(Hons) PhD *Cant.*
- Clive Bolt, BSc *Well.*
- Fleur Drouet, MSc PhD *Paris Sud IX*
- Frank Frazer, BA *Massey*, MSc *Well.*, PhD
- Niels Krogsgaard-Larsen, MSc PhD *Copenhagen*
- Olga Makhotkina, MSc *Novosibirsk*, PhD
- Stefanie Papst, DiplChem PhD *Eberhard Karls*
- A. Norrie Pearce, MSc PhD
- David Rennison, BSc(Hons) PhD *UMIST*
- Charles Rohde, BSc *Mich. Tech.*, MSc PhD *Oregon*
- Geoffrey M. Williams, BSc(Hons) PhD *Massey*
- James Winton, MChem *Oxf.*
- Chi Zhang, ME *Beijing Univ. Chem. Tech.*, PhD

**Food Science****Director**

- Yacine Hemar, MPhil PhD *Louis Pasteur*

**Professor**

- 1996 Laurence D. Melton, PhD *S.Fraser*, MSc,  
FRSC FAIC FNZIFST FNZIC FIAFST, CChem

**Professors**

- 2007 Conrad O. Perera, BSc *Ceylon*, MSc *Mys.*,  
PhD *Oregon State*, FNZIFST, MIFT(USA),  
LMSIC
- 2011 Margot Skinner, BSc(Hons) *S'ton.*, PhD,  
MNZIFST

**Deputy Director and Senior Lecturer**

- 1997 Bronwen G. Smith, MSc, PhD, MNZIC,  
MNZIFST

**Senior Lecturers**

- 2008 Duncan McGillivray, BSc(Hons) *ANU*, DPhil  
*Oxf.*, BA BSc, MNZIC MRSC MRACI CChem
- 2004 Siew-Young Quek, BSc(Hons) *NU Malaysia*,  
PhD *Birm.*, MNZIC MNZIFST MIFT(USA)

2003 Geoffrey Waterhouse, MSc PhD, MNZIC

#### Professional Teaching Fellows

2011 Sally Hasell, MSc PhD *Otago*  
 2011 Norman Lodge, MSc, FNZIFST  
 2011 Basker Nadarajah, BSc *Madr.*

#### Honorary Associate Professors

Robert F. Anderson, MSc PhD, FNZIC FRSC, CChem  
 Miang Lim, BSc *Nfld.*, MSc PhD *Calif.*  
 Donald Otter, MSc *Otago*, PhD

#### Honorary Senior Lecturer

Ralph J. Stevenson, MSc PhD

#### Honorary Research Fellows

Roger Harker, BSc PhD  
 Roswitha Schröder, DipBiol PhD *Heidelberg*  
 Dongxiao Sun-Waterhouse, MSc PhD  
 Jingli Zhang, MSc PhD

### Forensic Science

#### Director

Douglas Elliot, BSc *Edin.*, PhD *Lond.*

#### Deputy Director

Gordon M. Miskelly, BSc PhD *Otago*, FNZIC, MACS

#### Honorary Lecturers

John Buckleton, PhD DSc, FRSNZ  
 Sally Coulson, BSc PhD  
 Anne Coxon, BSc *Sund.*, MSc PhD *Strath.*,  
 MRPharmS  
 SallyAnn Harbison, BSc PhD *Liv.*

### Medicinal Chemistry

#### Director

Margaret A. Brimble, CNZM, MSc PhD *S'ton.*,  
 FRSNZ FRACI FNZIC FRSC, CChem

#### Honorary Lecturer

Michael P. Hay, BSc(Hons) PhD *Cant.*

### Polymer Electronics Research Centre

#### Director

Jadranka Travas-Sejdic, MSc *Zagreb*, PhD, MNZIC

### Wine Science

#### Director

Randy Weaver, BSc *Oregon*, MSc *Calif.*

#### Associate Professor

1997 Paul A. Kilmartin, BA BSc *Well.*, STB  
*Angelicum, Rome*, MTh *Syd.*, PhD, FNZIC  
 MNZIFST

#### Lecturer

2012 Bruno Fedrizzi, MSc PhD *Padova*

#### Tutor

2010 Gerard Logan, BV&O *Lincoln(NZ)*, MSc  
*Michigan State*

#### Honorary Lecturers

Nick Lewis, BCom MA PhD  
 Andrew Yap, BSc *Malaya*, MAgSc *Adel.*

### COMPUTER SCIENCE

#### City Campus

#### Head of Department

Robert W. Amor, MSc *Well.*, PhD, Mem.IEEE MACM  
 MNZCS

#### Departmental Manager

Heather Armstrong, BCom BMus *Cant.*

#### Research Programming Team Leader

Wannes van der Mark, MSc PhD *Amsterdam*

#### Professors

2000 Robert W. Amor, MSc *Well.*, PhD, Mem.IEEE  
 MACM MNZCS  
 1992 Cristian S. Calude, BSc PhD *Bucharest*,  
 M.Acad Europaea  
 2001 Gillian Dobbie, MTech *Massey*, PhD *Melb.*  
 ♦1982 Robert W. Doran, BSc *Cant.*, MS *Stan.*,  
 FNZCS  
 2008 Mark Gahegan, BSc(Hons) *Leeds*, PhD *Curtin*  
 1997 Georgy Gimel'farb, MSc PhD *Kiev*, DSc  
*Moscow*  
 2002 James R. Goodman, BS *Northwestern*, MS  
*Texas*, PhD *Berk.*, IEEE Fellow ACM Fellow  
 1996 Bakhadyr M. Khoussainov, PhD DipMaths  
*Novosibirsk*  
 2012 Pat Langley, MSc PhD *Carnegie-Mellon*  
 1996 Clark Thomborson, BS MS/ME *Stan.*, PhD  
*Carnegie-Mellon*, MACM Sen.Mem.IEEE  
 MRSNZ

#### Associate Professors

2004 J. Nevil Brownlee, MSc PhD, Mem.IEEE  
 MNZIP  
 2005 Alexei Drummond, BSc PhD (*jointly with*  
*Bioinformatics Institute*)  
 2011 Sebastian Link, MSc *TU Clausthal*, PhD  
*Massey*  
 2002 André O. Nies, Dip.Math *Freiburg*, Dr. rer.  
 nat, Dr.habil *Heidelberg*  
 2002 Ewan Tempero, BSc *Otago*, MSc PhD *Wash.*  
 MACM MIEEE  
 2000 Ian Watson, MSc *Essex*, MPhil *Plym.*, PhD  
*Liv.*, Mem.IEEE

#### Senior Lecturers

1996 Michael W. Barley, BA *UCSD*, MSc *Brun.*, PhD  
*Rutgers*  
 2001 Patrice J. Delmas, MSc, PhD *INPG (France)*  
 1996 Michael J. Dinneen, BSc *Idaho*, MSc PhD *Vic.*  
*(BC)*  
 2008 Christof Lutteroth, Dipl-Inf. *FU Berlin*, PhD  
 1995 Andrew Luxton-Reilly, MA PhD  
 2003 Beryl Plimmer, BCom *Waik.*, MSc *Curtin*, PhD  
*Waik.*, DipATchg *Auck.UT*  
 1996 Patricia J. Riddle, BS *Penn.*, PhD *Rutgers*  
 2003 Jing Sun, BSc *Nanjing*, PhD *Sing.*  
 2004 Ian Warren, BSc PhD *CiLTHE Lanc.*  
 2003 Gerald Weber, Dipl-Math Dr. rer. nat *FU*  
*Berlin*, MACM Mem.IEEE  
 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

2010 Yun Sing Koh, MSc *Malaya*, PhD *Otago*  
 2012 Aniket Mahanti, MSc PhD *Calg.*  
 2012 Giovanni Russello, MSc *Catania*, PhD  
*Eindhoven UT*  
 2011 David Welch, PGDipSci PhD

#### Professional Teaching Fellows

2000 Ann Cameron, BSc  
 1999 Angela Chang, MSc



**Senior Tutors**

- 1999 Paul Denny, MSc  
 1993 Adriana Ferraro, BA DipEd DipCompSci NE  
 1988 Robert Sheehan, BA PhD DipCompSci  
 DipTchg

**Postdoctoral Fellows**

- 2012 Rachel Blagojevic, MSc PhD  
 2012 Santiago Franco, MSc Herts., PhD  
 2012 Sasha Gavryushkin, MSc PhD Novosibirsk

**Research Fellows**

- 2009 Remco Bouckaert, MSc Eindhoven UT, PhD  
 Utrecht  
 2011 Joseph Heled, PGDipSci PhD

**Honorary Academics**

- Brian Carpenter, MA Camb., MSc PhD Manc., MIET  
 Hans W. Guesgen, Dipl.-Inform. Bonn, Dr. rer. nat  
 Kaiserslautern, Dr.habil. Hamburg  
 Peter Gutmann, MSc PhD  
 John Hamer, BSc Well., PhD, MACM  
 John G. Hosking, BSc PhD, FRSNZ, Mem.IEEE  
 Hermann Maurer, DrPhil Vienna, HonDrTech St  
 Petersburg

**Tamaki Campus****Professors**

- 1996 Reinhard Klette, DipMaths Dr. rer. nat, Dr. sc.  
 nat Friedrich-Schiller  
 2005 James Warren, BSc PhD Maryland (jointly  
 with Epidemiology and Biostatistics and  
 National Institute for Health Innovation)

**Senior Lecturers**

- 1994 Sathiamoorthy Manoharan, BTech Kharagpur,  
 PhD Edin., MIET  
 1994 Radu Nicolescu, BSc PhD Bucharest, MACM  
 Mem.IEEE  
 2000 Ulrich Speidel, MSc PhD, Mem.IEEE

**ENVIRONMENT, School of****Director of School**

- Glenn McGregor, PhD Cant., MSc

**School Manager**

- Barbara May, MBus Auck.UT

**Professors**

- 2004 Gary Brierley, MSc PhD S.Fraser  
 1993 Michael N. Clout, BSc Edin., PhD, FRSNZ  
 (jointly with School of Biological Sciences)  
 1989 Robin A. Kearns, PhD McM., MA  
 1994 Richard B. Le Heron, MA Massey, PhD Wash.,  
 FRSNZ  
 2007 Peter Malin, MS Stan., PhD Prin.  
 2008 Glenn McGregor, PhD Cant. MSc  
 1972 Paul W. Williams, BA Durh., MA Dublin, PhD  
 ScD Camb.

**Emeritus Professors**

- Philippa M. Black, BSc MA NZ, MSc PhD, FMSAm  
 FRSNZ  
 Warren Moran, MA NZ, PhD, FRSNZ

**Associate Professors**

- 1995 Paul Augustinus, BSc Melb., Tas., DPhil Waik.  
 1997 Kathleen A. Campbell, BSc Calif., MSc Wash.,  
 PhD S.Calif.  
 1977 Christopher R. de Freitas, MA Tor., PhD Qld.  
 2002 Paul Kench, MA PhD NSW

- 2004 David O'Sullivan, BA Camb., MSc Glas., PhD  
 Univ. Coll., London  
 1979 Ian E. M. Smith, BSc(Hons) Well., PhD ANU,  
 FGSAust.  
 1993 William Smith, MA Aberd., MSc PhD McG.  
 2000 Phil Shane, MSc PhD Well.  
 1976 Hong-Key Yoon, BA Seoul, MS Brigham Young,  
 PhD UC Berk.

**Senior Lecturers**

- 1999 Gretel Boswijk, BA PhD Sheff.  
 2012 Melissa Bowen, MSc Stan., PhD MIT  
 1999 Brad Coombes, BA PhD Otago  
 2008 Mark Dickson, BSc(Hons) Massey, PhD  
 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  
 2001 Nick Lewis, BCom MA PhD  
 2006 Jan Lindsay, PhD GFZ Potsdam, MSc  
 1977 Neil D. Mitchell, MA Oxf., MSc Wales, PhD  
 Newcastle(UK)  
 2012 Ingo A. Pecher, Vordiplom Munich, MSc PhD  
 Kiel  
 2004 George Perry, MSc Cant., PhD Melb., PGCap  
 Lond.  
 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  
 2012 Kevin S. Simon, BA Wittenberg, MS PhD  
 Virginia Tech.

**Lecturers**

- 2013 Ann E. Bartos, BA Colorado, MA PhD Wash.  
 2011 Francis L. Collins, BA(Hons) MA PhD  
 2007 Karen Fisher, BA MSocSci Waik., PhD ANU  
 2013 Meg Parsons, BSocSci(Hons) Waik., PhD Syd.  
 2007 Lorna Strachan, BSc(Hons) Leeds, PhD  
 Cardiff  
 2009 Sam Trowsdale, BSc(Hons) Kingston(UK), PhD  
 Sheff.  
 2013 Jon Tunnicliffe, MSc N.Br.Col., PhD Br.Col.

**Professional Teaching Fellows**

- 1992 David J. Hayward, BA Lanc., MSc PhD Penn.  
 State  
 2004 Barry O'Connor, MSc PhD

**Senior Tutors**

- 1991 Lyndsay Blue, BSc Cant., MSc Lond., MPhil  
 2005 Joe Fagan, MA  
 1992 Marie McEntee, LTCL Lond., MA  
 2005 Susan Owen, MA PhD  
 2004 Melanie Wall, MA

**Honorary Associate Professor**

- Warwick Neville, MA DipEd NZ, PhD Lond.

**Honorary Senior Lecturer**

- Peter Hosking, MA Cant., PhD S.Ill.

**Honorary Lecturer**

- Graham Ussher, MSc PhD



**Honorary Research Associates**

Lucy Baragwanath, BRS PhD *Lincoln(NZ)*  
 Harvey Brookes, MA  
 P. R. L. Browne, BSc *Cape Town*, MSc *Leeds*, PhD *Well.*, FMSAm FRSNZ  
 John Cassidy, BSc PhD *Liv.*  
 John L. Craig, BSc *Otago*, PhD *Massey*  
 J. A. Grant-Mackie, MSc NZ, PhD  
 M. R. Gregory, BSc NZ, PhD *Dal.*, MSc  
 Jurgen Groeneveld, MSc PhD *Marburg*  
 M. P. Hochstein, DipGeophys *TU Clausthal*, Dr.Rer. Nat *Münster*, FRSNZ  
 Mark Horrocks, BSc PhD  
 Terry Hume, MSc PhD *Waik.*  
 Corinne A. Locke, BSc PhD *Liv.*, FGS  
 Jeffrey L. Mauk, BSc *N.Carolina*, MSc *Montana*, PhD *Mich.*, SEG, AUSIMM  
 Phil Osborne, BES(Hons) *Waik.*, MSc PhD *Tor.*  
 Warwick M. Prebble, MSc *Well.*, PhD  
 Judith Reinken, MA PhD *Chic.*  
 Anna Sandiford, MSc *S'ton.*, PhD  
 K. B. Spörli, DiplIngGeol Dr.Sc.Nat *Zür.*, FGSAm FRSNZ  
 Christine Tamasy, PhD *Hanover*, PD *Cologne*  
 Gordon M. Winder, PhD *Tor.*, MA

**LEIGH LABORATORY****Director**

John C. Montgomery, BSc(Hons) *Otago*, PhD DSc *Brist.*, FRSNZ

**Business and Operations Manager**

Arthur Cozens, DipAgr DipBusStuds *Massey*, GDipBus

**Associate Professors**

2004 Mark J. Costello, BSc(Hons) *Univ. Coll. (Galway)*, PhD *Univ. Coll. (Cork)*  
 2005 Andrew G. Jeffs, MSc PhD

**Senior Lecturers**

2008 Neill A. Herbert, BSc(Hons) *Wales*, MSc *Plym.*, PhD  
 1987 T. Alwyn V. Rees, BSc(Hons) *Liv.*, PhD *Wales*, MIBiol  
 2009 Nicholas T. Shears, BSc PhD (*jointly with Statistics*)  
 2002 Richard B. Taylor, MSc PhD

**MATHEMATICS****Head of Department**

Eamonn A. O'Brien, BSc *NUI Galway* PhD *ANU*, FRSNZ

**Deputy Head of Department**

Philip W. Sharp, BSc PhD *Cant.*

**Departmental Manager**

Lynda Pitcaithly, BA *Lond.*, PGDipMarketing *Lond. Guild*

**Alumni Distinguished Professor**

✧1992 Sir Vaughan F. R. Jones, DCNZM, DèSc *Geneva*, DSc *Wales*, *Auck.*, FRS FRSNZ

**University Distinguished Professor**

1983 Marston D. E. Conder, MSocSc *Waik.*, MSc DPhil DSc *Oxf.*, FNZMS FRSNZ FTICA

**Professors**

1993 William (Bill) D. Barton, MPhil *Massey*, MSc PhD DipTchg  
 1969 David B. Gauld, PhD *Calif.*, MSc, FNZMS (*Associate Head – Research*)  
 1999 A. Rod Gover, MSc *Cant.*, DPhil *Oxf.* (*Head of Analysis, Geometry and Topology Group*)  
 2008 Jari Kaipio, MSc PhD *Kuopio*  
 2011 Bernd Krauskopf, Dipl-Math *RWTH Aachen*, PhD *Groningen*  
 1997 Eamonn A. O'Brien, BSc *NUI Galway* PhD *ANU*, FRSNZ (*Head of Algebra and Combinatorics Group*)  
 2011 Hinke Osinga, MSc PhD *Groningen*  
 2002 James Sneyd, BSc *Otago*, MS PhD *NYU*, FRSNZ  
 1993 Michael O. J. Thomas, MSc PhD *Warw.*, CMath, FIMA (*Associate Head – Academic*)

**Associate Professors**

1992 Jianbei An, BSc *Harbin*, PhD *Ill.*  
 2008 Steven Galbraith, BCMS *Waik.*, MSc *Georgia Tech.*, DPhil *Oxf.* (*Coordinator of Algebra and Combinatorics Group*)  
 2011 Benjamin M. S. Martin, BSc(Hons) *Otago*, PhD *King's Coll., Lond.*  
 2003 Warren Moors, PhD *Newcastle (NSW)*, MSc  
 1993 Arkadii M. Slinko, MA *Novosibirsk*, PhD DSc *Sobolev Inst. Mathematics*

**Senior Lecturers**

1980 Robert P. K. Chan, MSc PhD  
 2004 Sina R. Greenwood, MSc PhD  
 1992 Vivien Kirk, PhD *Camb.*, MSc (*Head of Applied Mathematics Unit*)  
 2011 Igor Klep, MSc PhD *Ljubljana*  
 2011 Dimitri Leemans, MSc PhD *Bruxelles*  
 ✧1999 Gregory N. Oates, BSc MEd PhD DipTchg  
 ✧1997 Judy Paterson, BSc MEd *Cape Town*, PhD (*Head of Mathematics Education Unit*)  
 2008 Claire Postlethwaite, MA PhD *Camb.*  
 1993 Philip W. Sharp, BSc PhD *Cant.*  
 1994 Stephen W. Taylor, PhD *Minnesota*, MSc  
 2006 A. F. M. (Tom) ter Elst, MSc *Nijmegen*, PhD *Eindhoven*  
 1997 Shayne F. D. Waldron, BSc *Cant.*, MA PhD *Wis.*  
 2009 Caroline Yoon, PhD *Indiana*, BSc(Hons) MSc

**Lecturers**

2008 Graham M. Donovan, BSc *Wash. (Seattle)*, PhD *Northwestern*  
 2012 Sione Na'a-Pangai Ma'u, MSc PhD  
 2003 Shixiao Wang, MSc *Northwestern Polytech. Inst.*, PhD *Paris VI*

**Professional Teaching Fellows**

2012 Tatiana (Tanya) Evans, MA PhD *Rice*, Dip (Red) *Herzen*  
 ✧2005 Helen J. McKenzie, BSc MEd DipTchg  
 ✧2002 Garry Nathan, DipTchg(Dist.) *ATC*, MA PGDipSci(Dist.)  
 2007 Julia C. Novak, MMath *Salf.*, PhD *Lond.*

**Senior Tutors**

✧1993 Allison Heard, MSc PhD  
 2003 Sheena Parnell, BSc DipTchg PGDipSci  
 ✧2005 Jamie D. Sneddon, MSc PhD  
 1990 Moira Statham, BSc PGDipSci DipTchg  
 ✧1996 Wendy Stratton, BA MSc *Cant.*

**Research Fellow**

2009 Kathryn Patterson, BSc *Wyoming*, PhD *Montana*

**Honorary Research Professors**

John C. Butcher, MSc *NZ*, PhD DSc *Syd.*, FNZMS FRSNZ

Boris Pavlov, PhD DSc *Leningrad*, FRSNZ

Ivan L. Reilly, ONZM, BA MSc DSc *Well.*, AM PhD *Ill.*, CMath, FIMA

**Honorary Academic Associates**

Ganesh D. Dixit, BA *Agra*, MA DPhil *Alld.*

Barbara Miller-Reilly, BSc *Well.*, MS *Ill.*, PhD

Garry J. Tee, MSc *NZ*, HonD *Auck.UT*, CMath, FIMA

**PHYSICS****City Campus****Head of Department**

Richard Easter, BSc(Hons) PhD *Cant.*, APS

**Departmental Manager**

Francie Norman

**Professors**

1991 G. L. Austin, BA *Camb.*, MSc PhD *Cant.*, FNZIP FRSNZ

1982 Stuart G. Bradley, MSc PhD FRMetS FIOA FNZIP, MInstP

2012 Richard Easter, BSc(Hons) PhD *Cant.*, APS

1975 John D. Harvey, PhD *Sur.*, MSc, Mem.IEEE, FNZIP

2007 Peter Malin, MS *Stan.*, PhD *Prin.*

**Dan Walls Professor of Theoretical Physics**

2002 Howard J. Carmichael, PhD *Waik.*, MSc, FAPS FOSA, MInstP MAAPT

**Buckley-Glavish Chair in Climate Physics**

2006 Roger Davies, BSc(Hons) *Well.*, PhD *Wisconsin-Madison*

**Associate Professors**

2010 Neil Broderick, PhD

1989 M. J. Collett, MSc *Waik.*, PhD *Essex*

1993 Malcolm Grimson, BSc *E.Anglia*, PhD *Kent*, FInstP *Lond.*, CPhys

1991 Rainer Leonhardt, DipPhys, Dr. rer. nat *Munich*

1996 Scott Parkins, MSc DPhil *Waik.*

1981 Peter R. Wills, BSc PhD

1967 Philip Yock, MNZM, PhD *MIT*, MSc, FRASNZ

**Senior Lecturers**

1979 Barry J. Brennan, BSc(Hons) PhD, MNZIP

2003 Stephane Coen, EngPhys PhD *Brussels*, SMOSA

2002 M. D. Hoogerland, MSc *Leiden*, PhD, *Eindhoven UT*, MAOS

1995 David Krofcheck, BSc *Carnegie Mellon*, MSc PhD *Ohio State*, APS-DNP, AAAS

2003 Stuart Murdoch, MSc PhD

2007 M. Cather Simpson, BA *Virginia*, PhD *New Mexico*, MRSNZ, LMACS (*jointly with School of Chemical Sciences*)

2013 Kasper van Wijk, MS *Utrecht*, PhD *CSM*, MAGU SEG

2005 Frederique Vanholsbeeck, Lic Phys, PhD *Université Libre de Bruxelles*

1996 Lionel R. Watkins, BSc(Eng) MSc *Cape Town*, PhD *Wales*, MInstP, CPhys, MOSA

**Lecturer**

2012 John J. Eldridge, MSci MA PhD *Cant.*, FRAS, MInstP

**Professional Teaching Fellow**

2001 Mark Conway, MSc

**Senior Research Fellows**

2008 Claude Aguergaray, EngDipl *Rennes 1*, MSc *Brest*, PhD *Bordeaux*

1999 Vladimir I. Kruglov, BSc *Moscow*, PhD DSc *Belarus Acad. Sci.*

2010 Brice Valles, MSc *Marseilles*, DEA *Grenoble*, PhD *Norwegian U. Sci. Technol.*

**Postdoctoral Research Fellows**

2011 E. Bogomolny, BA *Open(UK)*, MSc PhD *Ben-Gurion*

2012 Miro Erkintalo, MSc PhD *Tampere UT*

**Honorary Research Fellows**

Paul H. Barker, BA *Oxf.*, PhD *Manc.*

Gary E. J. Bold, BSc *NZ*, MSc PhD, MNZIP, Life Mem.IEEE, MASA

R. F. Keam, BA *Camb.*, MSc(DipHons) *NZ*, DPhil *Oxf.*

Graeme D. Putt, BSc PhD *Melb.*, FAIP FNZIP, MAAPT

Igor Shvarchuck, BSc *Moscow*, MSc PhD *Amsterdam*

Alan P. Stamp, MSc *NZ*, DPhil *Oxf.*, FNZIP

C. T. Tindle, PhD *Br.Col.*, MSc, FNZIP FASA

Robert E. White, MSc PhD *NZ*, DSc

**PSYCHOLOGY, School of****Head of School**

Douglas Elliffe, BSc PhD

**Deputy Head of School (Academic)**

Niki Harré, MA PhD

**Deputy Head of School (Research)**

Russell D. Gray, BSc PhD, FRSNZ

**Deputy Head of School (Tāmaki)**

Frederick W. Seymour, BA *Well.*, MA *W.Aust.*, PhD, FNZPsS

**School Manager**

Sharon Walker, BTech(Hons) *Brun.*

**Professors**

✦1997 Linda D. Cameron, BSc *Calif.*, MSc PhD *Wis.*

✦1978 Michael C. Corballis, ONZM, BA MSc *NZ*, PhD *McG.*, Hon LLD *Wat.*, MA, FAAAS FAPA FAPS FNZPsS FRSNZ

✦2011 Peter Dowrick, MSc PhD *ATCL Lond.*

1993 Russell D. Gray, BSc PhD, FRSNZ

1999 Ian Kirk, BSc PhD *Otago*

1995 Glynn Owens, BTech(Hons) *Brun.*, DPhil *Oxf.*, AFBPsS

1988 Frederick W. Seymour, BA *Well.*, MA *W.Aust.*, PhD, FNZPsS

✦2011 Margaret Wetherell, PhD *Brist.*, MA

**Associate Professors**

1999 Suzanne Barker-Collo, HBA *Manit.*, MA PhD *Lakehead*

2011 Paul Corballis, MSc MA MPhil PhD *Col.*

1990 Douglas Elliffe, BSc PhD

1991 Nicola Gavey, MA PhD DipClinPsych

1997 Niki Harré, MA PhD

1988 Anthony J. Lambert, BSc *Sheff.*, PhD *Leic.*

- 1999 Ian Lambie, BA *Otago*, PhD PGDipClinPsy  
DipBus  
1994 Lynette J. Tippet, MSc PhD DipClinPsych  
2000 Karen E. Waldie, BSc *Vic.(BC)*, MSc PhD *Calg.*

**Senior Lecturers**

- 2008 Donna Rose Addis, PhD *Tor.*, MA  
✧2006 Angela Arnold-Saritepe, MSc *Sthn. Ill.*, MSc  
PhD, BCBA  
2010 Quentin Atkinson, BA(Hons) PhD  
2001 Virginia Braun, MA PhD *Lough.*  
2003 Claire Cartwright, BA *Qld.*, MA PhD,  
DipClinPsych  
2003 Helena Cooper-Thomas, BSc(Hons) *Durh.*, MA  
*Sask.*, PhD *Lond.*  
2010 Kerry Gibson, BJourn *Rhodes*, MAClinPsych  
PhD *Cape Town*  
1997 Jeffrey P. Hamm, BSc *Qu.*, MSc PhD *Dal.*  
1994 Michael J. Hautus, MSc PhD  
✧1996 Brenda Lobb, MA PhD  
2002 Oliver Mudford, MA *Cant.*, PhD, BCBA  
2005 Nickola C. Overall, MSc PhD *Cant.*  
2006 Elizabeth Peterson, BSc(Hons) *Well.*, MSc PhD  
*Edin.*  
2011 Christopher A. Podlesnik, MSc PhD *Utah*  
2005 Christopher G. Sibley, BA BSc(Hons) PhD  
*Well.*

**Lecturers**

- 2010 Erana Cooper, MA DipClinPsych  
2011 Shiloh Groot, BSocSc(Hons) PhD *Waik.*  
2009 Annette Henderson, BA(Hons) MSc *Calg.*, PhD  
*Qu.*  
1993 Barry Hughes, DipPE *Otago*, MSc PhD *Wis.*  
2011 Danny Osborne, MA *CSUB*, MA PhD *UCLA*  
2012 Alexander H. Taylor, BA(Hons) *Oxf.*, PhD

**Professional Teaching Fellows**

- ✧2006 Nigel George, BA(Hons) *Sus.*, DCLinPsych  
*Lond.*  
2007 Andrea Mead, MA PGDipAppPsych

**Senior Tutors**

- 2002 Michelle Burstall, MA PGDipForensic  
✧1999 Sue J. Cowie, MSc DipClinPsy *Otago*  
✧1993 Fiona M. Howard, MA DipClinPsych

**Postdoctoral Fellows**

- 2011 Sylvia Hach, PhD *Leipzig*, MA  
✧2000 Gavin R. Hunt, BSc *Cant.*, PhD *Massey*

**SPEECH SCIENCE****Tāmaki Campus****Professor**

- 2003 Suzanne C. Purdy, PhD *Iowa*, DipAud *Melb.*,  
MSc

**Senior Lecturer**

- 2007 Linda Hand, BA *Cant.*, DipT(End.SpThy) *CTC*,  
MA *Iowa*, PhD *Macq.*

**Lecturers**

- ✧2001 Elaine Ballard, MA *Prin.*, PhD *Cornell*  
2005 Clare M. McCann, BSLT *Cant.*, MA PhD  
*Reading*

**Professional Teaching Fellows**

- 2012 Selena Donaldson, BSLT *Cant.*, MSc  
*Newcastle(UK)*  
2007 Liz Fairgray, MSc *Calif. State*

- 2007 Bianca Gordon, BA(Hons) *Reading*,  
PGCertClinEd  
2010 Anna Miles, BSc(Hons) *Lond.*

**Clinical Director**

- Philippa Williams, BSLT(Hons) *Cant.*,  
DipHlthServMgt *Manc.*

**SPORT AND EXERCISE SCIENCE****Tāmaki Campus****Head of Department**

- Greg Anson, MSc *Wyoming*, PhD *Penn. State*, DipPE  
*Otago*

**Departmental Manager**

- Bruce Rattray, BA

**Professors**

- 1997 Winston D. J. Byblow, MSc PhD *S.Fraser*,  
*BHK Windsor*  
2011 Elwyn Firth, BVSc *Massey*, MSc *Auburn*, PhD  
*Utrecht*, DSc *Massey*

**Associate Professors**

- 2009 Greg Anson, MSc *Wyoming*, PhD *Penn. State*,  
DipPE *Otago*  
1996 Heather Smith, MA *McG.*, BPHE PhD *Tor.*

**Senior Lecturers**

- 2010 Lance C. Dalleck, BA *W. State Coll.*, MSc *Colo.*  
*State*, PhD *New Mexico*  
2007 Nicholas Gant, BSc *Nott.Trent*, MSc PhD  
*Lough.*  
✧2003 Jane E. Magnusson, BSc *Tor.*, MS PhD *New*  
*Orleans*  
2011 James Stinear, MChiroSci *Macq.*, MSc PhD  
1998 Sharon Walt, MSc PhD *Wat.*

**Lecturer**

- 2008 Yanxin Zhang, BS *Shanghai Jiao Tong*, PhD  
*Texas Tech.*

**Professional Teaching Fellows**

- 2012 Paul Nolan, BPhEd *Otago*, MSc PGDipHSc  
2011 Waruna Weerasekera, BSc(Hons)

**Postdoctoral Fellow**

- 2012 James Coxon, BCom BSc(Hons) PhD

**STATISTICS****Head of Department**

- Christopher M. Triggs, MSc, PhD

**Departmental Manager**

- Karen McDonald, BMS *Waik.*

**Professors**

- 2004 Peter B. Davis, BA *S'ton*, MSc *Lond.*, PhD  
*(jointly with Sociology and School of Population*  
*Health)*  
1974 Alan J. Lee, PhD *N.Carolina*, MA  
2010 Thomas S. Lumley, BSc(Hons) *Monash*, MSc  
*Oxf.*, PhD *Wash.*  
1990 Christopher M. Triggs, MSc PhD  
1979 Christopher J. Wild, PhD *Wat.*, MSc, FASA  
FRSNZ

**Emeritus Professor**

- Alastair J. Scott, MSc *NZ*, PhD *Chic.*, FASA FRSNZ

**Adjunct Professor**

- 2005 Bruce J. Weir, BSc(Hons) *Cant.*, PhD  
*N.Carolina State*, FRSNZ



**Associate Professors**

- 2005 James M. Curran, MSc PhD  
 1999 Rachel M. Fewster, MA *Camb.*, PhD *St. And.*  
 1991 G. Ross Ihaka, PhD *Calif.*, MSc  
 1999 Brian H. McArdle, BSc *Brist.*, DPhil *York(UK)*  
 1994 Renate Meyer, DipMaths PhD *RWTH Aachen*  
 1996 Russell B. Millar, MSc PhD *Wash.*  
 1994 Maxine J. Pfannkuch, MSc PhD DipTchg  
 1995 David J. Scott, BA PhD *ANU*, DipCompSci *La Trobe*  
 1992 Ilze B. Ziedins, BA *Waik.*, PhD *Camb.*

**Senior Lecturers**

- 1997 Stephanie C. Budgett, BSc(Hons) PhD *Glas.*  
 2012 Ciprian Giucaneanu, MSc *Bucharest*, PhD *Tampere*  
 2003 Stéphane Guindon, MSc *Claude Bernard Lyon 1*, PhD *Montpellier II*  
 2007 Mark P. Holmes, MSc PhD *Br.Col.*, BCom MSc  
 1994 Patricia A. Metcalf, MSc PhD  
 1993 Arden E. Miller, BSc *Vic.(BC)*, MMaths PhD *Wat.*  
 1999 Paul R. Murrell, MSc PhD, FASA  
 1997 Geoffrey Pritchard, PhD *Wis.*, BSc  
 2006 Katya Ruggiero, BSc(Hons) *La Trobe*, PhD *Waik.*  
 2012 Nicholas T. Shears, BSc PhD (*jointly with Leigh Marine Laboratory*)  
 2012 Ian Tuck, BSc *Wales*, MSc *Aberd.*, PhD *Lond.*  
 2003 Yong Wang, MEng *Huazhong*, PhD *Waik.*  
 1997 Thomas W. Yee, MSc PhD

**Lecturers**

- 2012 Brendan J. Brewer, BSc PhD *Syd.*  
 2012 Steffen Klaere, Dipl-Math oec *Jena*, Dr. rer. nat. *LMU Munich (jointly with School of Biological Sciences)*  
 2010 James Russell, MSc PhD PGDipSci (*jointly with School of Biological Sciences*)

**Professional Teaching Fellows**

- 2012 Heti Afimeimounga, MSc PhD  
 1993 Andrew P. Balemi, MSc PhD  
 2011 A. Marie Fitch, BA MAppStats DipEd PhD *Massey*, DipTchg *ACE*, BSc(Hons)  
 1999 Mike N. Forster, BA BCom MSc PGDipSci  
 2000 Susan Wingfield, BA PGDipSci

**Senior Tutors**

- 1996 Joss M. Cumming, DipTchg *ACE*, BA PGDipSci  
 1998 Christine Miller, BCom  
 1998 Ross D. Parsonage, DipTchg *ACE*, MSc  
 1992 Matthew Regan, DipTchg *ACE*, BSc DipStats  
 1990 David P. Smith, BSc DipStats DipCompSci

**Senior Research Fellow**

- 2009 Yannan Jiang, BSc *Beijing Normal*, MSc PhD

**Research Fellow**

- 2011 Avinesh Pillai, MSc

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**Auckland Bioengineering Institute****Director**

- Peter J. Hunter, MNZM, DPhil *Oxf.*, ME, FRSNZ FRS

**Deputy Director**

- Bruce H. Smaill, BE BSc(Hons) *Cant.*, DIC PhD *Lond.*

**General Manager**

- Mary Grigor, BBS *Massey*, CA

**University Distinguished Professor**

- 1978 Peter J. Hunter, MNZM, DPhil *Oxf.*, ME, FRSNZ FRS

**Professors**

- 2003 Martyn P. Nash, BE PhD (*jointly with Engineering Science*)  
 1977 Bruce H. Smaill, BE BSc(Hons) *Cant.*, DIC PhD *Lond.* (*jointly with Physiology*)

**Associate Professors**

- 2000 Iain A. Anderson, ME PhD (*jointly with Engineering Science*)  
 1995 Ian J. LeGrice, BE MBChB PhD DipTP (*jointly with Physiology*)  
 1982 Denis Loiselle, MSc *Alta.*, PhD *Dal.*, DipPhEd *Otago (jointly with Physiology)*  
 1996 Simon C. Malpas, BSc *Well.*, PhD *Otago (jointly with Physiology)*  
 1993 Poul M. Nielsen, BE BSc PhD (*jointly with Engineering Science*)  
 2001 Rocco Paolo Pitto, MD *Catholic U. Rome*, PhD *Erlangen-Nuremberg (jointly with Surgery)*  
 2004 Merryn H. Tawhai, ME PhD  
 1996 Alistair A. Young, ME PhD (*jointly with Anatomy with Radiology*)

**Senior Lecturer**

- 2007 Andrew Taberner, MSc(Tech) PhD *Waik.* (*jointly with Engineering Science*)

**Lecturers**

- 2009 David S. Long, BS *Tennessee Tech.*, MS PhD *Ill. (jointly with Engineering Science)*  
 2007 Vinod Suresh, BTech *IIT Chennai*, MS PhD *Stan. (jointly with Engineering Science)*

**Senior Research Fellows**

- 2011 Thor F. Besier, PhD *W.Aust.*  
 2003 Gib Bogle, BSc DIC *Lond.*, PhD  
 2010 Christopher P. Bradley, BSc BE(Hons) PhD  
 2001 David M. Budgett, BE(Hons) *Cant.*, PhD *Lond.*  
 2003 Leo K. Cheng, BE(Hons) PhD  
 2012 Mark Sagar, BSc PhD  
 1999 Greg B. Sands, BE(Hons) PhD  
 2008 Mark Titchener, MA *Arizona*, PhD  
 2001 Mark L. Trew, BE PhD

**Research Fellows**

- 2011 Barbara Breen, BSc PhD *Georgia Tech.*  
 2008 Alys Clark, BA(Hons) *Oxf.*, MSc PhD *Adel.*  
 2008 Michael Cooling, BSc BCom(Hons) PhD *GradDipSci*  
 2011 Peng Du, BE(Hons) PhD  
 2010 Justin W. Fernandez, BE PhD  
 2012 June-Chiew Han, BE(Hons) PhD  
 2011 Kerry Hedges ME PhD  
 2011 Harvey Ho, BE *SCUT*, MSc PhD  
 2012 Jagir H. R. Jainulabdeen, BE *Coimbatore IT*, PhD  
 2010 Jessica Jor, BE PhD  
 2006 Juliana H. K. Kim, MA *Sogang*, PhD *Massey*  
 2005 Robert S. Kirton, BSc *Waik.*, ME PhD  
 2010 Jennifer A. Kruger, BSc *Witw.*, MSc PhD  
 2011 Haribalan Kumar, BS *Natnl.IT, Trichy*, MS *Kettering*, PhD *Iowa*  
 2011 John D. McCormick, MSc PhD  
 2011 Thomas G. McKay, BE(Hons) ME PhD



- 2011 Andrew Miller, BSc(Hons) PhD  
 2005 Kumar Mithraratne, BSc(Eng) *Moratuwa*, MSc Dist. *Lond.*, PhD *NU Singapore*  
 2011 Kelly E. Murphy, BSc(Hons) PhD *Qld.UT*  
 2009 David P. Nickerson, ME PhD  
 2010 Benjamin M. O'Brien, BE(Hons) PhD  
 2006 Vickie B. K. Shim, BA BE(Hons) PhD  
 2009 Ivo Siekmann, PhD *Osnabrueck*  
 2011 Avan Suinesiaputra, BE *Bandung IT*, MSc *Amsterdam*, PhD *Leiden (jointly with Anatomy with Radiology)*  
 2011 Kenneth Tran, BE(Hons) PhD  
 2008 Jason Turuwhenua, MSc PhD *Waik. (jointly with Optometry and Vision Science)*  
 2012 Yang Wang, BE(Hons) PhD  
 2007 Jichao Zhao, MS *Northeastern (China)*, PhD *W.Ont.*

#### Honorary Professors

- Edmund J. Crampin, BSc(Hons) *Lond.*, DPhil *Oxf.*  
 Willem Lammers, MD *Amsterdam*, PhD *Limburg*  
 David Paterson, MSc *W.Aust.*, MA DPhil *Oxf.*, DSc *W.Aust.*, FIBiol

#### Honorary Senior Research Fellows

- Darren A. Hooks, MBChB PhD  
 Nigel Lever, BSc *Well.*, MBChB *Otago*, FRACP

#### Honorary Research Fellows

- Greg O'Grady, MBChB PhD  
 William S. Peters, MBChB *Otago*, MD *Monash*  
 Vijay Rajagopal, BE(Hons) PhD

#### Honorary Research Associates

- Michael Boland, DipSpMed *Lond.*, MBChB, FRCSGlas, FRACS  
 Cornelius W. Thorpe, BE(Hons) PhD *Cant.*

## Liggins Institute

#### Director

- Wayne S. Cutfield, DCH *Otago*, MBChB MD, FRACP

#### Deputy Director

- David Cameron-Smith, BSc(Hons) *Tas.*, PhD *Deakin*

#### Operations Manager

- Catherine Norman, BBS *Massey*

#### Academic Director

- Mhoyra Fraser, BSc MPhil PhD DipSci

#### Research Director

- David Cameron-Smith, BSc(Hons) *Tas.*, PhD *Deakin*

#### University Distinguished Professors

- 1980 Peter D. Gluckman, KNZM, MBChB *Otago*, MMedSc, DSc, FRACP FRCPCH FMedSci, FRS FRSNZ  
 1989 Jane E. Harding, ONZM, DPhil *Oxf.*, BSc MBChB, FRACP FRSNZ

#### Professors

- 2012 Philip N. Baker, BMedSci BMBS DM *Nott.*, FRCOG FMedSci  
 2011 David Cameron-Smith, BSc(Hons) *Tas.*, PhD *Deakin*  
 2012 Caroline A. Crowther, MBChB MD *Birm.*, DCH RCP(UK), DDU CMFM, FRANZCOG FRCOG  
 1990 Wayne S. Cutfield, DCH *Otago*, MBChB MD, FRACP  
 ♦2003 Peter E. Lobie, BMedSci MBBS *Qld.*, PhD *Karolinska Inst.*, FRSNZ

- ♦1994 Murray D. Mitchell, DPhil *Oxf.*, DSc *Liv.*, CChem, FRSCChem FRSNZ

#### Associate Professors

- 2002 Frank Bloomfield, BSc(Hons), MBChB *Manc.*, PhD, MRCP(UK), FRACP (*jointly with Obstetrics and Gynaecology and Paediatrics*)  
 1997 Paul Hofman, MBChB DipObst, FRACP (*jointly with Paediatrics*)

#### Senior Lecturers

- 2007 Anne Jaquierey, MBChB DipObst DCH *Otago*, PhD, FRACP  
 2003 Susan Morton, BSc(Hons) *Well.*, PhD DipPHTM *Lond.*, MBChB, FAFPHM (*jointly with the Centre for Longitudinal Research and with Paediatrics*)

#### Professional Teaching Fellows

- ♦2012 Janet Lee, BSc *Otago*, PGCE *Lond.*  
 2011 Tarewa Williams, BSc *Otago*, GradDipTchLn *Cant.*

#### Senior Tutors

- 2006 Jacquie Bay, BSc MEd DipTchg  
 2008 Helen Mora, DipTchg *Cant.*, BCom(Ag) *Lincoln(NZ)*

#### Senior Research Fellows

- 2000 Mhoyra Fraser, BSc MPhil PhD DipSci  
 1990 Jian Guan, MBChB *Wuhan*, PhD  
 2004 Dongxu Liu, BSc *Beijing Agri.*, MSc *Chinese Acad Sci.*, PhD *NU Singapore*  
 1995 Mark Oliver, MSc *Waik.*, PhD  
 2012 Justin M. O'Sullivan, BSc(Hons) *Cant.*, PhD *Otago*  
 2005 Jo Perry, PhD *Lond.*, BSc(Hons)  
 ♦2010 Allan Sheppard, BSc(Hons) *Monash*, PhD *Syd.*  
 1995 Mark Vickers, MSc PhD

#### Research Fellows

- 2005 Alan Beedle, BSc PhD *S'ton.*  
 2005 Julie Brown, BSc(Hons) *Liv.J.Moores*, PhD *Wolv.*, RGN (*jointly with Obstetrics and Gynaecology*)  
 2008 Tatjana Buklijas, MD *Zagreb*, MPhil PhD *Camb.*  
 2009 Felicia Low, MSc *Cant.*, PhD *Otago*  
 2007 Anna Ponnampalam, PhD *Monash*, BTech  
 ♦2007 Michael Steiner, MSc PhD *Ben-Gurion*

#### Postdoctoral Research Fellows

- 2012 Elise Donovan, BS *Toledo*, MS *Long Island*, PhD *Colo. State*  
 2012 Clint Gray, BSc(Hons) *Sund.*, PhD *Nott.*  
 2011 Silmara Gusso, BSc *Parana*, MSc PhD PGDipHsc  
 2009 Sherry Ngo, BSc *Massey*, MSc *NU Singapore*, PhD *Qld.*  
 2012 Zengxiang Pan, BS *Southwest Ag.*, MS PhD *Nanjing Ag.*  
 2012 Clare Reynolds, BSc(Hons) PhD *UC Dublin*

#### Clinical Research Fellows

- Ben Albert, GDipSci *Massey*, MBChB DipPaeds  
 Ahila Ayyavoo, MBBS *B'thiar*, DCH *Dr MGR*, Diplomate NB (Paed) *India*  
 Martin De Bock, MBChB DipPaeds  
 Tim Savage, MBBCh, BAO LRCP&SI *Dublin*, MRCPI

**Honorary Professors**

Michael C. Davison, BSc(Hons) *Brist.*, PhD *Otago*, DSc, FRSNZ

Peter R. Fisher, CNZM, MBChB *Otago*, CREI, FRNZCOG FRCOG

Alistair Gunn, MBChB *Otago*, PhD, FRACP FRSNZ

Mark Hanson, MA DPhil *Oxf.*, FRCOG

Lesley M. E. McCowan, ONZM, BSc MBChB MD DipObst, FRCOG FRANZCOG, CMFM

Peter R. Stone, MD *Brist.*, BSc MBChB DipObst, DDU, FRANZCOG FRCOG CMFM

**Honorary Associate Professor**

Poul M. Nielsen, BE BSc PhD

**Honorary Senior Lecturer**

Katie Allan, MBBS *Lond.*, MRANZCOG

Jane Alsweiler, MBChB PhD DipPaeds, FRACP

Alec Ekeroma, MBBS PNG, MBA, DipObst, FRANZCOG, MRCOG

**Honorary Lecturers**

Stuart Dalziel, MBChB *Otago*, PhD, FRACP

Timothy S. Hornung, BA, MB BChir *Camb.*, MRCP

Craig Jefferies, MBChB MD DipPaeds, FRACP

**Honorary Research Fellows**

Fredrik Ahlsson, MD PhD *Uppsala*

J. Chris Baldi, BSc *S.Indiana*, MSc *Ithaca*, PhD *Ohio State*

Peter Dearden, BSc(Hons) *Well.*, PhD, DIC *Imperial College*

Michael A. Heymann, MBBCh *Witw.*

Cameron McLean, MSc *Adel.*

Kenneth P. McNatty, PhD *Edin.*, MSc DSc *Well.*

John Peek, MSc PhD

Tony Pleasants, MAgSci DipSci *Massey*

Deborah Sloboda, BSc(Hons) *Guelph*, MSc *W.Ont.*, PhD *Tor.*

Hamish G. Spencer, PhD *Harv.*, BSc(Hons) MSc

Andrew Taberner, MSc(Tech) PhD *Waik.*

**Honorary Clinical Associate Professor**

Malcolm Battin, MBChB *Liv.*, FRCPCH FRACP, MRCP

**Honorary Visiting Professors**

John R. G. Challis, BSc DSc *Nott.*, PhD *Camb.*, FIBiol FRCOG FRScan

Terrence Forrester MSc *Med. Coll. Wisc.*, MBBS PhD DM WI, FRCP

**CENTRE OF RESEARCH EXCELLENCE****National Research Centre for Growth and Development****Director**

Philip N. Baker, BMedSci BMBS DM *Nott.*, FRCOG FMedSc

**Communications and Research Coordinator**

Jane Duffy, BA DipJapaStud *Well.*

**Academic Services****Director Academic Services**

Joanna Browne, MA *Cant.*

**Applications and Admissions Manager**

Claire Philipson, BA

**Calendar, Regulations and Central Timetabling Manager**

Glenda Haines, BA *Massey*, MA

**Examinations Manager**

Graeme Roberts, MBA *Leic.*, DipBusStud *Massey*

**Records, Enrolment and Fees Manager**

Dianne Howard, PGDipBus

**Scholarships and Graduation Manager**

Margaret Allen, MBA *Massey*

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John Taylor, MA *Well.*

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**Financial Manager**

Owen Williams, CA

**Events Manager**

Karen Thompson

**Office Manager and Executive Assistant**

Pramilla DaSilva, BA

**Auckland UniServices Limited****Chief Executive Officer**

Peter Lee, BE PhD

**Chief Financial Officer**

Craig A. Brown, BCA *Well.*

**General Manager, Research and Consulting**

Mark P. D. Burgess, MSc *Well.*

**General Manager, Technology Development**

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**General Manager, Business Operations**

Claudia Vidal, MBS *Massey*, MCom *Buenos Aires*, DipBusStudies *Massey*, PGDipBus

**General Manager, Education**

Sandie Gusscott, MEd DipSciEd

**General Manager, Human Resources**

Janice Smith, BTech(Hons) *Massey*, PGDipBus

**Director, Business Development, Science**

Gary Putt, BSc *Massey*, DipTech

**Director, International Business Development, Education**

Bryan Read, MAppLing(TESOL) *Macq.*, CTEFLA *Camb.*, BCom

**National Business Development Manager – Technology**

Rosanne Ellis, MSc PhD *Waik.*

**Campus Life****Director Campus Life**

Brendan Mosely, MA *Well.*, PGDipBus

**Service Delivery Manager**

Cameron Horlor, BA *Well.*, DipTchg PGDipBus

**Director, University Health Services**

Annette Lindsay, JP, BA MBS DipHSM *Massey*

**Head Counsellor**

Lesley Mackay, MA DipTchg

**General Manager - Theatre and Event Services**

Ian Crowe

**Director, Sport and Recreation**Louis Rattray, BCom *Otago***Service Development Manager**Micheal W. Rengers, BA *Sarah Lawrence***Maclaurin Chaplain to the University**Rev. Uesifili Sofe Tuala Unasa, BD *Otago*, MA**Student Engagement Manager**Marie-Jo Wilson, BA(Hons) *Liv.*, PGDipBus

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**Communications****Communications Manager**Gabiella Davila, BA(Hons) *Lond.*

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**Equity Office****Pro Vice-Chancellor (Equity)**

Trudie McNaughton, QSM, MA

**Pou Arahī – Senior Māori Adviser**

Margaret Taurere, BA MEd EdD

**Director – Resources**

Vicki Watson

**Director – Staff Equity**

Prue Toft, MA

**Director – Student Equity**Terry O'Neill, PhD *Belf.***Manager, Student Disability Services**

Brian Stanney, MA

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**Financial Services****Director of Finance**

Marin Matulovic, BCom, CTP, CA

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Robert Taylor, BCom, CA

**Trust Accountant**Paul Jones, BCA *Well.*

---

**Foundation Studies Programmes****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**

Moira Statham, BSc PGDipSci DipTchg

**Programme Secretary**

Gill Stringer

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**Human Resources****Director of Human Resources**

Kath Clarke, BA

**Deputy Director, Human Resources Advisory and Shared Services**Andrew Phipps, MSocSc *Waik.***Solutions and Recruitment Manager**Alan Ward, HND *Portsmouth***Systems Support Manager**

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**Staff and Leadership Development Manager**Melanie Moorcroft, BA(Hons) MCom(Hons) *C.Sturt***Staff Development Managers**

Mary Ann Crick, BA

Karen Davies, BTech(Hons) *Massey*, DipBus**Organisational Development Consultant**

Maria Thomson, BA(Hons) PhD

**Employment Relations Manager**Kurt Dammers, BA(Hons) *Miami*, MBA**Human Resources Manager**

Sharon Peace, BA

**Human Resources Manager, Faculty of Arts**

Sandra Lem, GradDipBus

**Human Resources Manager, Faculty of Business and Economics**Cassandra Ellis, DipBus *Auck.UT***Human Resources Manager, Faculty of Education**Claudette Rillstone, MBA *S.Cross*,  
AdvDipBusMgt(HR) *Manukau.IT***Human Resources Manager, Faculty of Engineering**Sue Peters, BA *Massey***Human Resources Manager, Faculty of Medical and Health Sciences**

Avette Kelly, MA DipTchg PGDipBus

**Human Resources Manager, Faculty of Science**

Wendy Holmes

**Health and Wellness Manager**

Ian O'Keefe

**Payroll Manager**

Miriam Faitele

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**International Office****Director**David Baker, BA(Hons) *CNA***Deputy Director (International Mobility, Operations and Finance)**

Christine Berry, MA GDipBus

**Deputy Director (International Marketing and Admissions)**

...

**Associate Director (International Student Support)**Rebecca Walkinton, BA *Otago*

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**IT Services****Director, IT Services**

Elizabeth Coulter, BSc MBA

**Associate Director, Academic Support**

Scott Diener, BS *Oklahoma State*, MA *Chapman*,  
PhD *US Internat. (San Diego)*

**Associate Director, Group Applications**

John Pye

**Associate Director, Infrastructure and Operations**

...

**Associate Director, Service Management**

...

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**IT Strategy, Policy and Planning**
**Director, IT Strategy, Policy and Planning**

Phil Brimacombe, BA MBA

**Chief IT Architect**

Tim Chaffe

**ICT Risk Manager**

Alexandre Medarov

**Identity and Access Management Manager**

...

**IT Procurement Manager**

Ann Thomson

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**Organisational Performance**
**Director, Organisational Performance/Chief Information Officer**

Stephen Whiteside, BCom, MNZCS, CA

**Manager, University Strategic Programme Office**

Diane Bussey

**Manager, Business Process Management Office**

Elspeet Garvey, BA GDipBus

**Director, National eScience Infrastructure**

Nick Jones, MCom

**Group Manager, Performance and Risk**

...

**Finance and Business Manager**

Tony Shih, BMS *Waik.*, GradDipBus, CA

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**Property Services**
**Director**

Peter Fehl, BA LLB *Well.*, DipBusStud, FAMINZ

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Colleen Seth, BA BAS BArch(Hons) PGDipBldgSci,  
NZCB

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Dino Matsis, BE

**Commercial Manager**

Peter Munro, CA

**Business Services Manager**

Chris Jackson, BA DipLGA

**Financial Accountant**

Stephen Murrell, BCom CPA

**Sustainability and Environmental Coordinator**

Lesley Stone, MSc PhD

**Information Systems Manager**

Scott Forsythe

**Facilities Management****Facilities Manager**

Emmett Mackle, PGDipBus

**Technical Services Manager**

Paul M. A. Duval, MEM *Cant.*

**Campus Operations Manager**

Bryan Nicholson

**Building and Plant Manager**

Paul Mealing

**Energy Manager**

Denis Agate

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**School of Graduate Studies**
**Dean of Graduate Studies**

Caroline Daley, BA(Hons) PhD *Well.*

**Deputy Dean**

✧Corinne A. Locke, BSc PhD *Liv.*, FGS

**Manager**

Gretchen Lutz-Spaling, BA *Calif.*

---

**Schools Partnership Office**
**Director**

Ken Rapson, DipTchg *ASTC*, MSc

---

**Student Information and Marketing Services**
**Director**

Dianne Head, PGDipBus

**Group Manager Student Contact and Support**

Bronwyne Hawkins

**Marketing Manager**

Helen Whitehead

**Training Manager**

Jacqueline Lynne

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**University Library**
**University Librarian**

Janet Copsey, DipNZLS *Well.*, BA DipBus, FNZLIA

**Associate University Librarian – Academic and Research Support Services**

Hester Mountifield, MBibl PGDipHigherEd *Jo'burg*

**Maori and Pasifika Services Manager**

Anahera Morehu, BMIM *Te Wananga-o-Raukawa*

**Arts Information Services Manager**

Linda George, DipLibr *Well.*, MA

**Business and Economics Information Services Manager**

Julie Sibthorpe, DipNZLS *Well.*, BA

**Science Information Services Manager**

Sonya Donoghue, FLIANZA

**Library Manager, Education**

Christine Moselen, DipNZLS *Well.*, DipTchg *ACE*, BA

**Library Manager, Engineering**

Patricia D. Hulse, DipNZLS *Well.*, BA



**Library Manager, Law**Stephanie Carr, BPRM *Lincoln(NZ)***Library Manager, Medical and Health Sciences**Megan Clark, DipNZLS *Well.*, BA**Library Manager, NICA**Kirsty Wilson, DipLibr *Well.*, MA**Library Manager, Tāmaki**Claudia Adams, BSc *UCT*, BBibI(Hons) *S.Af.***Associate University Librarian – Access Services**Christine I. Wilson, DipNZLS *Well.*, BA, FNZLIA**Associate University Librarian – Collections**Helen Renwick, BA *Cant.*, DipTchg *CCE*, DipNZLS *Well.*, FLIANZA**Associate University Librarian – Digital Services**Brian Flaherty, BA *Waik.*, DipTchg *CCE*, DipLibr *Well.*, FLIANZA**Assistant University Librarian**John Garraway, DipLibr *Well.*, BA

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**Office of the Vice-Chancellor****Vice-Chancellor**Stuart N. McCutcheon, BAgSc(Hons) PhD *Massey***Executive Manager, Vice-Chancellor's Office**

Gillian Wilson

**Deputy Vice-Chancellor (Academic)**John Morrow, MA *Cant.*, PhD *York(Can.)***Executive Assistant to the Deputy Vice-Chancellor (Academic)**

Susan McDowell-Watts

**Deputy Vice-Chancellor (Research)**Jane E. Harding, ONZM, DPhil *Oxf.*, BSc MBChB, FRACP FRSNZ**Executive Assistant to the Deputy Vice-Chancellor (Research)**

Lily Jeevaratnam

**Associate Deputy Vice-Chancellor (Research) for PBRF**Penelope J. Brothers, PhD *Stan.*, MSc, FNZIC FRSC**Associate Deputy Vice-Chancellor (Research)**Margaret M. Hyland, BSc(Hons) *Guelph*, PhD *W.Ont.*, CEng, FICChemE, MTMS MRSNZ**Deputy Vice-Chancellor (Strategic Engagement)**Jennifer E. Dixon, MSc *Cant.*, DPhil *Waik.*, FNZPI**Executive Assistant to the Deputy Vice-Chancellor (Strategic Engagement)**

Kathleen Corbin

**Director, Research Management**Tracy Swift, MEnvMan *Qld.*, MEd PhD *Sheff.***Manager, Research Office**

Lyn Clark, DipMgt

**Pro Vice-Chancellor (Equity)**

Trudie McNaughton, QSM, MA

**Pro Vice-Chancellor (Maori)**

Jim Peters, BA DipTchg

**Pro Vice-Chancellor Tāmaki Innovation Campus**

...

**Director, Administration**Adrienne Cleland, MBA *Massey***Executive Assistant to the Director, Administration**

Gael White

**Registrar and General Counsel**

Timothy P. Greville, LLB

**Executive Assistant to Registrar and General Counsel**

Ruth Taylor

**Executive Officer**Grant Wills, BSc(Hons) *Cant.***Director, Planning**Pamela Moss, BHSc *Otago***Institutional Quality Analyst**Caroline Holas-Clark, BA(Hons) MPhil *Camb.*, PhD *York(UK)***Director, Auckland University Press**Sam Elworthy, MA *Otago*, PhD *Rutgers***Mediator**

Barbara McCulloch, DipTchg, AAMINZ LEADR

**Accountant**

Ian Johnson, BCom, CA

**Records Management Programme Manager**Elizabeth Nichol, BMus(Hons) *Otago*, MA *W.Aust.*, DipNZLS *Well.*, DipRIM *Open Polytech(NZ)*, DipMan, ANZLA**The James Henare Maori Research Centre, Director**Merata Kawharu, MNZM, BA DPhil *Oxf.*, GDipBus

## 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 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.

**Bachelors degree:** A first degree.

**Campus:** A geographical location where University of Auckland qualifications are taught, eg, City Campus, Epsom, Tāmaki, Grafton.

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

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

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

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

**Course:** The basic component of all academic programmes. A course is normally taught and assessed over one semester. A double-semester course is taught over the consecutive semesters of the same academic year.

**Course prescriptions:** A list of courses including course code, title, points value, description of content, prerequisites, corequisites and restrictions.

**Course schedule:** A list of the courses prescribed for a programme which forms part of the regulations.

**Coursework:** Assessable work produced by students, normally submitted during teaching weeks, eg, essays, assignments, reports, tests, and practical, tutorial and seminar work.

**Cross-credit:** A course which is common to two University of Auckland undergraduate diplomas or Bachelors degrees and is credited to both.

**Current enrolment:** Courses or other work taken by a student in a particular academic year or semester.

**Degree:** Principal qualification awarded by The University of Auckland, ie, bachelors, masters and doctoral degrees.

**Diploma:** A University qualification, generally awarded at graduate or postgraduate level.

**Direct entry:** Entry into a higher level of a subject or later part of a degree without the prerequisites.

**Dissertation:** A written research component of a degree or diploma worth between 30 and 80 points.

**Distance education:** Courses or programmes of study which provide content and support services to students who rarely, if ever, attend for face-to-face or for on-campus access to educational facilities.

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

**Electives:** A defined set of courses for a diploma or degree from which a student may make a choice.

**End of lectures:** The final day of the final teaching week of a semester. The final lecture for a particular course might occur before this day.

**Enrolment:** The process by which a student, having gained admission to the University and to a qualification, selects and gains entry to courses and classes.

**Examination:** Formal assessment under supervision occurring after the teaching in a course has been completed.

**Extramural campus:** Where the teaching occurs mainly through paper-based study materials without a requirement for students to attend scheduled, on-campus classes. Students' study is guided by workbooks and written interaction with teaching staff.

**Extramural students:** Students who have exemption from receiving instruction on campus.

**Flexible learning:** Learning characterised by a mixed mode of delivery and assessment of instructional material.

**Grade Point Average (GPA):** A means of measuring a student's performance at this University. The average grade achieved over a period of time expressed numerically on a scale between 0 (no passes) and 9 (A+ average). GPAs include:

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

**Grade Point Equivalent (GPE):** A means of measuring a student's prior relevant academic performance and experience. Grades or marks achieved at external institutions and/or in examinations (such as NCEA) expressed as an equivalent to a Grade Point Average on the scale 0-9.

**Graduand:** A person who has completed the requirements for a degree but has not yet had the degree conferred.

**Graduate:** A person on whom a degree has been conferred.

**Honours:** Degrees, in some cases completed within prescribed time limits, may be awarded with honours which signify advanced or distinguished study.

**Laboratory:** A teaching session of a practical nature.

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

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

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

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

**Maximum full-time study:** A student workload of 80 points per semester or 30 points in Summer School.

**Minimum full-time study:** A student workload of 50 points per semester or 25 points in Summer School.

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

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

**Online campus:** Where the teaching occurs mainly through online computer-based interactions without the requirement to attend scheduled, on-campus classes. Communication between teachers and students is via asynchronous platforms such as email, web based texts and bulletin boards.

**Part:** A defined subdivision specified in the regulations of some degrees.

**Plussage:** A method of calculating the final result a student has gained in a course by counting either the final examination grade or a combination of final examination grade plus coursework, whichever is to the student's advantage.

**Point(s):** A value assigned to a course or other work to indicate its weighting within The University of Auckland's certificates, diplomas and degrees.

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

**Prerequisite course:** A requirement that must be met before commencement of study for a particular course or programme.

**Prescribed texts:** Textbooks which are considered essential to a course.

**Programme:** A prescribed set of one or more courses or other work which on satisfactory completion leads to the award of a University of Auckland certificate, diploma or degree.

**Project:** A piece of investigative written work on a topic approved by the relevant Head of Department and supervisor.

**Quarter:** A 10-week period of instruction for Graduate School of 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 portfolio:** A coherent, integrated programme of research-based work.

**Research project:** A piece of research-based work on a topic approved by the relevant Head of Department, usually worth between 30 and 80 points.

**Restriction (restricted course):** A course in which the learning objectives, content and/or assessment are so similar to a second course that a student cannot be credited with both towards a certificate, diploma or degree. In some cases a restricted course may be taken and credited as a Certificate of Proficiency.

**Schedule:** University lists of courses, credits or limitations, often in tabular form.

**Semester:** A period of about 15 weeks which includes about 12 teaching weeks and about three weeks for study and examinations. In addition there is a mid-semester break of up to two weeks.

**Specialisation:** A coherent group of related courses from different subjects.

**Stage:** The academic level of study in a subject.

**Subject:** An area of learning which may be provided by a school or a department, or by departments offering related courses.

**Summer School:** A six-week period during which a select range of courses is taught and assessed.

**Thesis:** A research component of a postgraduate programme having a value of 90 or more points which will have a written component but may also include design, creative or performative elements.

**Transfer credit:** Credit granted towards a University of Auckland qualification from work successfully completed at another tertiary institution.

**Tutorial:** A small group-learning session.

**Undergraduate:** A person studying towards a first degree.

**Unspecified campus:** Applies to courses where the teaching occurs through scheduled face-to-face interactions on sites that are not recognised University of Auckland campuses. Examples include the provision of courses where the course material is delivered in students' local work-related environment.

# DIRECTORY

The postal address for all departments is The University of Auckland, Private Bag 92019, Auckland Mail Centre, Auckland 1142

## Department/Faculty . . . . . Building . . . . . Street Address

### Academic Services:

Applications and Admissions . . . . .	The ClockTower Building . . . . .	22 Princes Street
Calendar and Regulations . . . . .	The ClockTower Building . . . . .	22 Princes Street
Examinations . . . . .	The ClockTower Building . . . . .	22 Princes Street
Graduation . . . . .	The ClockTower Building . . . . .	22 Princes Street
Records, Enrolment and Fees . . . . .	The ClockTower Building . . . . .	22 Princes Street
Scholarships . . . . .	The ClockTower Building . . . . .	22 Princes Street
Timetable Services . . . . .	The ClockTower Building . . . . .	22 Princes Street

Accommodation Solutions . . . . .	Old Choral Hall . . . . .	7 Symonds Street
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Accounting and Finance . . . . .	Owen G Glenn Building . . . . .	12 Grafton Road
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Acoustics Research and Testing Service . . . . .		7 Grafton Road
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Advanced Clinical Skills Centre . . . . .	Mercy Hospital . . . . .	98 Mountain Road, Epsom
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Alten Road Childcare Centre . . . . .		3 Alten Road
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### Alumni Association – refer Alumni Relations and Development

Alumni Relations and Development . . . . .	University House . . . . .	19A Princes Street
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Anaesthesiology . . . . .	Auckland City Hospital, Level 12 . . . . .	Park Road
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Anatomy with Radiology . . . . .	Grafton Campus . . . . .	85 Park Road
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### Ancient History – refer Classics

Anthropology . . . . .	Human Sciences Building . . . . .	10 Symonds Street
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Applied Language Studies and Linguistics . . . . .	Arts I, Building 206 . . . . .	25 Wynyard Street or 14A Symonds Street
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Architecture . . . . .	Architecture Building . . . . .	26 Symonds Street
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Art History . . . . .	Arts II, Building 207 . . . . .	18 Symonds Street
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Arts Faculty Office . . . . .	Human Sciences Building . . . . .	10 Symonds Street
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Asian Studies, School of . . . . .	Arts II, Building 207 . . . . .	18 Symonds Street
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Auckland Bioengineering Institute . . . . .		70 Symonds Street
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Auckland Cancer Society Research Centre . . . . .	Grafton Campus . . . . .	85 Park Road
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Auckland Cardiac Rehabilitation Clinic . . . . .	Tāmaki Innovation Campus, Building 750A . . . . .	71 Merton Road, St Johns
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Auckland Clinical School . . . . .	Auckland City Hospital, Level 12 . . . . .	Park Road
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### Auckland Consortium for Theological Education – refer Theology

### Auckland Gait Analysis and Biomedical

Laboratory . . . . .	Tāmaki Innovation Campus, Building 750A . . . . .	71 Merton Road, St Johns
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Auckland UniServices Ltd. . . . .	UniServices House . . . . .	70 Symonds Street
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Auckland University Press . . . . .		1-11 Short Street
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Audiology . . . . .	Grafton Campus . . . . .	85 Park Road
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	Tāmaki Innovation Campus, Building 730 . . . . .	261 Morrin Road, St Johns
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AUSA – Administration . . . . .	AUSA House . . . . .	4 Alfred Street
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	Tāmaki Innovation Campus, Building 701-6 . . . . .	261 Morrin Road St Johns
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Biological Sciences . . . . .	Thomas Building . . . . .	3A Symonds Street
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Biological Sciences Student Resource Centre . . . . .	Biology Building . . . . .	5 Symonds Street
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Biomedical Imaging Research Unit . . . . .	Grafton Campus . . . . .	85 Park Road
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Business and Information Management . . . . .	Owen G Glenn Building . . . . .	12 Grafton Road
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Business Student Centre . . . . .	Owen G Glenn Building . . . . .	12 Grafton Road
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Cafeteria . . . . .	Student Union Building . . . . .	34 Princes Street
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	Tāmaki Innovation Campus, Building 701-6 . . . . .	261 Morrin Road, St Johns
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Campus Life . . . . .	Kate Edger Information Commons . . . . .	9 Symonds Street
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### Careers Advisory Service – refer University Careers Services

Cashier . . . . .	The ClockTower Building . . . . .	22 Princes Street
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Catholic Chaplain . . . . .	Newman Hall . . . . .	16 Waterloo Quadrant
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Centre for Academic Development . . . . .	Fisher Building . . . . .	18 Waterloo Quadrant
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Centre for Continuing Education . . . . .		1-11 Short Street
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Centre for Entrepreneurship . . . . .	The Ice House Textile Centre . . . . .	117 St Georges Bay Road
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### Centre for Health Services Research

and Policy (CHSRP) . . . . .	Tāmaki Innovation Campus, Building 730 . . . . .	261 Morrin Road, St Johns
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### Centre for Medical and Health Sciences

Education . . . . .		89 Grafton Road
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Centre for Pacific Studies . . . . .	Fale Pasifika . . . . .	24 Wynyard Street
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Chapel and Chaplain . . . . .	Maclaurin Chapel . . . . .	18 Princes Street
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Chemical Sciences, School of . . . . .	Science Building 301 . . . . .	23 Symonds Street
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Chemical Sciences, School of – deliveries . . . . .	Science Building 301 Gate 40 . . . . .	40 Wellesley Street E.
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Chinese . . . . .	Arts II, Building 207 . . . . .	18 Symonds Street
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Classics and Ancient History . . . . .		1-3 Wynyard Street
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Clinical Trials Research Unit . . . . .	Tāmaki Innovation Campus, Building 730 . . . . .	261 Morrin Road, St Johns
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ClockTower Student Information Centre . . . . .	The ClockTower Building . . . . .	22 Princes Street
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Colin Maiden Park Clubrooms . . . . .	Tāmaki Innovation Campus, Building 750 . . . . .	261 Morrin Road, St Johns
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Commercial Law	Owen G Glenn Building	12 Grafton Road
Communications	Level 10, Fisher Building	18 Waterloo Quadrant
Computer Science	Science Building 303 South	38 Princes Street
	Tāmaki Innovation Campus, Building 723	261 Morrin Road, St Johns
Conference Centre		22 Symonds Street
Conference Centre Services		14-16 Mount Street
Creative Arts and Industries	Conference Centre	22 Symonds Street
Disability Coordinators	The ClockTower Building, East Wing	22 Princes Street
Drama Studio	Arts I, Building 206	25 Wynyard Street or 14A Symonds Street
Early Childhood Centres:		
Alten Road	Building 241	3 Alten Road
Epsom	Epsom Campus, O Block	28 Kohia Terrace
Hinetaiwaiwa Te Kohanga Reo	Building 255	23 Alten Road
Just Kidz	Tāmaki Innovation Campus	75 Merton Road
Park Avenue	Grafton Campus, Building 518	28 Park Avenue
Park Avenue Infant and Toddler Centre	Grafton Campus, Building 522	28 Park Avenue
Symonds Street	Building 410	26 Symonds Street
Te Puna Kōhungahunga	Epsom Campus, D Block	78 Epsom Avenue
Economics	Owen G Glenn Building	12 Grafton Road
Education	Epsom Campus Gate 3	74 Epsom Avenue
	Tai Tokerau Campus	13 Alexander Street, Whangarei
Education – Liberal Arts	Human Sciences Building	11 Wynyard Street
Electrical and Computer Engineering	Science Building 301	23 Symonds Street
Engineering, Faculty Office	Engineering Building	20 Symonds Street
Engineering – deliveries	Engineering Building	3 Grafton Road
Engineering Centre for Advanced Composite Materials (CACM)	Tāmaki Innovation Campus, Building 740	261 Morrin Road, St Johns
Engineering Science		70 Symonds Street
English	Arts I, Building 206	25 Wynyard Street or 14A Symonds Street
English Language Self Access Centre (ELSAC)	Kate Edger Information Commons	9 Symonds Street
Environmental Science	Tāmaki Innovation Campus, Building 733	261 Morrin Road, St Johns
Epidemiology and Biostatistics	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Equity Office	The ClockTower Building, East Wing	22 Princes Street
European Languages	Arts I, Building 206	25 Wynyard Street or 14A Symonds Street
Faculty of Business and Economics	Owen G Glenn Building	12 Grafton Road
Fale Pasifika	Building 273	24 Wynyard Street
Financial Services	Symonds Centre	49 Symonds Street
Fine Arts	Fine Arts Building	20 Whitaker Place
French – refer European Languages		
General Practice and Primary Health Care	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Geography and Environment Sciences	Human Sciences Building	10 Symonds Street
Geology	Science Building 301	23 Symonds Street
Germanic and Slavonic Languages	Arts I, Building 206	25 Wynyard Street or 14A Symonds Street
Goodfellow Unit	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Graduate Centre	The ClockTower Building, East Wing	22 Princes Street
Graduate Programmes (GSM)	Owen G Glenn Building	12 Grafton Road
Graduate School of Management (GSM)	Owen G Glenn Building	12 Grafton Road
Grafton Hall		40 Seafeld View Road
Greek – refer Classics		
Grounds – refer Property Services		
Gymnasium	Recreation Centre	17 Symonds Street
Health and Counselling – refer Student Health		
Health Systems	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
History	History Building	5-7 Wynyard Street
Human Resources	Alfred Nathan House	24 Princes Street
Human Sciences Building		10 Symonds Street
Immunisation Advisory Centre	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Information Systems and Operations Management	Owen G Glenn Building	12 Grafton Road
Injury Prevention Research Centre	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Inquiries	The ClockTower Building	22 Princes Street
	Tāmaki Innovation Campus, Building 723	261 Morrin Road, St Johns
Institute of Earth Science and Engineering		58 Symonds Street
International House		27 Whitaker Place
International Office	Old Choral Hall	7 Symonds Street
International Research Institute for Māori and Indigenous Education		16 Wynyard Street
International Student Adviser	Old Choral Hall	7 Symonds Street
IT Services (ITS)	Building 435	58 Symonds Street

Italian – refer European Languages

Japanese . . . . . Arts II, Building 207 . . . . . 18 Symonds Street  
 Kate Edger Information Commons . . . . . 9 Symonds Street  
 Kenneth Myers Centre . . . . . 74 Shortland Street  
 Kohanga Reo . . . . . 23 Alten Road  
 Korean . . . . . Arts II, Building 207 . . . . . 18 Symonds Street  
 Landcare Research (NZ) . . . . . Tāmaki Innovation Campus, Building 702 . . 231 Morrin Road, St Johns  
 Language Laboratory . . . . . Human Sciences Building . . . . . 11 Wynyard Road

Latin – refer Classics

Law . . . . . Law Buildings . . . . . 9-17 Eden Crescent  
 Learning Technology Unit (FMHS) . . . . . ECom House, Level 3 . . . . . 89 Grafton Road  
 Learning Environment Support Unit . . . . . Owen G Glenn Building . . . . . 12 Grafton Road  
 . . . . . Tāmaki Innovation Campus, Building 701-4 . . 261 Morrin Road, St Johns  
 Lecture Theatre Management Unit (LTMU) – refer Learning Environment Support Unit

Lecture Theatres and Rooms:

Architecture (ALR) . . . . . Architecture Building . . . . . 22 Symonds Street  
 Biology (BLT) . . . . . Biology Building . . . . . 5 Symonds Street  
 Cell Biology (CMBioLT) . . . . . Thomas Building . . . . . 3A Symonds Street  
 Chemistry (Chem) . . . . . Science Building 301 . . . . . 23 Symonds Street  
 ClockTower (ClockT) . . . . . The ClockTower Building . . . . . 22 Princes Street  
 Conference Centre . . . . . 22 Symonds Street  
 Engineering (Eng) . . . . . Engineering Building . . . . . 20 Symonds Street  
 Fisher and Paykel Appliances Auditorium . Owen G Glenn Building . . . . . Wynyard Street  
 General Library (Lib) . . . . . General Library Building . . . . . 5 Alfred Street  
 Grafton Campus . . . . . AMRF Auditorium Boyle Building 505, Room 011 . . . . . Park Road  
 . . . . . Lecture Theatre 2, Boyle Building 505, Room 007 . . . . . Park Road  
 . . . . . Robb Lecture Theatre – 501, 1B09 . . . . . Park Road  
 Human Sciences (HSB) . . . . . Human Sciences Building . . . . . 10 Symonds Street  
 Mathematics and Statistics (MLT) . . . . . Science Building 303 . . . . . 38 Princes Street  
 . . . . . Newman Hall (NH) . . . . . 16 Waterloo Quadrant  
 OGGB 260-098 . . . . . Owen G Glenn Building . . . . . Wynyard Street  
 OGGB 260-092 (OGGB3) . . . . . Owen G Glenn Building . . . . . Wynyard Street  
 OGGB 260-073 (OGGB4) . . . . . Owen G Glenn Building . . . . . Wynyard Street  
 OGGB 260-051 (OGGB5) . . . . . Owen G Glenn Building . . . . . Wynyard Street  
 Old Choral Hall (OCH) . . . . . Old Choral Hall . . . . . 7 Symonds Street  
 Old Government House (OGHLecTh) . . . . . 3A Symonds Street  
 Physics (PLT) . . . . . Science Building 303 South . . . . . 38 Princes Street  
 Tai Tokerau . . . . . Block L . . . . . 13 Alexander Street  
 . . . . . Whangarei  
 Tāmaki Innovation Campus . . . . . 721-201 . . . . . 261 Morrin Road, St Johns  
 . . . . . 722-201 . . . . . 261 Morrin Road, St Johns  
 . . . . . 731-201 . . . . . 261 Morrin Road, St Johns  
 . . . . . 732-201 . . . . . 261 Morrin Road, St Johns  
 . . . . . 733-201 . . . . . 261 Morrin Road, St Johns

Leigh Marine Laboratory . . . . . Goat Island Bay Road, Leigh, North Auckland  
 . . . . . PO Box 349, Warkworth (Phone Warkworth +64 9 422 6111)

Library:

General . . . . . Library Building . . . . . 5 Alfred Street  
 General – deliveries . . . . . Library Building . . . . . 26 Princes Street  
 Architecture . . . . . Conference Centre . . . . . 22 Symonds Street  
 Audio Visual . . . . . Building 409 . . . . . 24 Symonds Street  
 Business Information Centre . . . . . Owen G Glenn Building . . . . . Wynyard Street  
 Engineering . . . . . Engineering Building . . . . . 20 Symonds Street  
 Fine Arts . . . . . Fine Arts Building . . . . . 20 Whitaker Place  
 Law . . . . . Law Buildings . . . . . 15 Eden Crescent  
 Leigh Marine Laboratory . . . . . Goat Island Bay Road, Leigh, North Auckland  
 Māori Studies (Te Hukatai) . . . . . Rehutai . . . . . 16 Wynyard Street  
 Medical and Health Sciences  
 (Philson Library) . . . . . Grafton Campus . . . . . 85 Park Road  
 Music . . . . . Music Building . . . . . 6 Symonds Street  
 Sylvia Ashton-Warner Library . . . . . Epsom Campus, L Block . . . . . 74 Epsom Avenue  
 Tāmaki . . . . . Tāmaki Innovation Campus, Building 730 . . 261 Morrin Road, St Johns  
 University Bindery . . . . . Tāmaki Innovation Campus, Building 760 . . 82 Merton Road, St Johns  
 Liggins Institute . . . . . Boyle Building 505 . . . . . 85 Park Road  
 Maidment Theatre . . . . . Maidment Arts Centre . . . . . 8 Alfred Street  
 Maintenance – refer Property Services  
 Management and International Business . . Owen G Glenn Building . . . . . 12 Grafton Road  
 Māori Studies . . . . . Whare Kura: Academic Block . . . . . 16 Wynyard Street  
 . . . . . Whare Whakaira: Meeting House . . . . . 16 Wynyard Street  
 Marae . . . . . 16 Wynyard Street  
 Marketing . . . . . Owen G Glenn Building . . . . . 12 Grafton Road  
 Mathematics . . . . . Science Building 303 . . . . . 38 Princes Street  
 Mediator's Office . . . . . Fisher Building . . . . . 76 Symonds Street

Medical and Health Sciences, Faculty Office.	Grafton Campus Boyle Building 505	85 Park Road
Medical Sciences.	Grafton Campus, Boyle Building 505	85 Park Road
Medicine.	Auckland City Hospital, Level 12.	Park Road
Molecular Medicine and Pathology	Grafton Campus	Park Road
Music	Music Building	6 Symonds Street
National Institute of Creative Arts and Industries – refer Creative Arts and Industries		
National Institute for Health Innovation	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Newman Hall		16 Waterloo Quadrant
New Start		1-11 Short Street
New Zealand Academy of Sport North.	Tāmaki Innovation Campus, Building 750A	71 Merton Road, St Johns
New Zealand Asia Institute	Owen G Glenn Building	12 Grafton Road
'Number 14' Student Flats		14 Whitaker Place
Nursing	Grafton Campus, Boyle Building 505	Park Road
	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Nutrition.	Grafton Campus	85 Park Road
Obstetrics and Gynaecology	Auckland City Hospital, Level 12.	Park Road
Old Choral Hall.		7 Symonds Street
Oncology.	Grafton Campus	85 Park Road
Ophthalmology	Grafton Campus	85 Park Road
Optometry	Grafton Campus	85 Park Road
	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
O'Rorke Hall.		16 Mount Street
Pacific Health	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Paediatrics	Auckland City Hospital, Level 12.	Park Road
Park Road Student Flats.		41 Park Road
Pharmacology	Grafton Campus	85 Park Road
Pharmacy, School of.	Grafton Campus	Park Road
Pharmacy and Post Office Agency.	Kate Edger Information Commons	9 Symonds Street
Philosophy	Arts II, Building 207	18 Symonds Street
Physics	Science Building 303	38 Princes Street
Physics – deliveries.	Science Building 303	40 Wellesley Street E.
Physiology	Grafton Campus	85 Park Road
Planning	Architecture Building	26 Symonds Street
Political Studies		12-16 Symonds Street
Population Health.	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Property	Owen G Glenn Building	12 Grafton Road
Property Services:		
Administration and Planning	Symonds Centre	49 Symonds Street
Facilities Management	Human Sciences Building	11 Wynyard Street
Grounds Depot	Tāmaki Innovation Campus, Building 755	71 Merton Road, St Johns
Psychological Medicine	Auckland City Hospital, Level 12.	Park Road
Psychology	Human Sciences Building	10 Symonds Street
Psychology – Clinic	Tāmaki Innovation Campus, Building 721	261 Morrin Road, St Johns
Public Relations – refer External Relations and Development		
Recreation Centre.	City Campus	17 Symonds Street
Registrar and General Counsel.	Alfred Nathan House.	24 Princes Street
Research Office.	Building 620.	49 Symonds Street
Scholarships and Financial Support.	The ClockTower Building	22 Princes Street
School of Asian Studies	Arts II, Building 207	18 Symonds Street
Schools Partnership Office	The ClockTower Building, East Wing.	22 Princes Street
Science Faculty Office.	Science Building 301	23 Symonds Street
Security/Unisafe.	Building 409.	24 Symonds Street
Shared Services	The ClockTower Building	49 Symonds Street
Simulation Centre for Patient Safety.	Tāmaki Innovation Campus Building 721.	261 Morrin Road, St Johns
Social and Community Health	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Sociology	Human Sciences Building	10 Symonds Street
South Auckland Clinical School	Middlemore Hospital	Hospital Road, Otahuhu
Spanish – refer European Languages		
Speech Language Therapy	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Sport and Exercise Science.	Tāmaki Innovation Campus, Building 731	261 Morrin Road, St Johns
Staff Common Room.	Old Government House.	3A Symonds Street
Statistics	Science Building 303	38 Princes Street
Student Accommodation.	Student Commons	2 Alfred Street
Student and Information Services.	The ClockTower Building	22 Princes Street
Student Cafeteria – refer Cafeteria		
Student Health – refer University Health Services		
Student Information Centre	Kate Edger Information Commons	9 Symonds Street
	Tāmaki Innovation Campus, Building 730	261 Morrin Road, St Johns
Student Information Commons:		
City Campus.	Kate Edger Information Commons	9 Symonds Street
Epsom Campus	Epsom Campus, A Block.	74 Epsom Avenue
Grafton Campus	Boyle Building 505	Park Road
Tāmaki Innovation Campus	Building 730	261 Morrin Road, St Johns

Student Learning . . . . .	Kate Edger Information Commons . . . . .	9 Symonds Street
. . . . .	Tāmaki Innovation Campus, Building 730 . .	261 Morrin Road, St Johns
Student Recruitment and Course Advice. . .	The ClockTower Building, East Wing. . . . .	22 Princes Street
Surgery. . . . .	Auckland City Hospital, Level 12. . . . .	Park Road
Tāmaki Innovation Campus Management . .	Building 723 . . . . .	261 Morrin Road, St Johns
Te Kupenga Hauora Māori (Māori Health) . .	Tāmaki Innovation Campus, Building 730 . .	261 Morrin Road, St Johns
Tertiary Foundation Certificate . . . . .	Arts I, Building 206 . . . . .	25 Wynyard Street or 14A Symonds Street
Theology . . . . .	Arts I, Building 206 . . . . .	25 Wynyard Street or 14A Symonds Street
Thomas Building . . . . .	. . . . .	3A Symonds Street
Thomas Building – deliveries . . . . .	. . . . .	3 Symonds Street
Unisat (Satellite Receiving Station) . . . . .	Tāmaki Innovation Campus, Building 701-3 . .	261 Morrin Road, St Johns
Unisports Sports Medicine . . . . .	Tāmaki Innovation Campus, Building 750A . .	71 Merton Road, St Johns
University Bookshop. . . . .	Kate Edger Information Commons . . . . .	9 Symonds Street
University Careers Services. . . . .	The ClockTower Building . . . . .	22 Princes Street
University Health Services . . . . .	Student Commons . . . . .	2 Alfred Street
. . . . .	Epsom Campus, R Block. . . . .	60 Epsom Avenue
. . . . .	Grafton Campus . . . . .	85 Park Road
. . . . .	Tāmaki Innovation Campus, Building 730 . .	261 Morrin Road, St Johns
Vice-Chancellor's Office . . . . .	Alfred Nathan House. . . . .	24 Princes Street
Video Edit Suite . . . . .	. . . . .	8 Grafton Road
Waikato Clinical School . . . . .	Peter Rothwell Academic Centre, Waikato Hospital . . . . .	Pembroke Street, Hamilton

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# THE UNIVERSITY OF AUCKLAND

## GRAFTON

Te Whare Wānanga o Tāmaki Makaurau

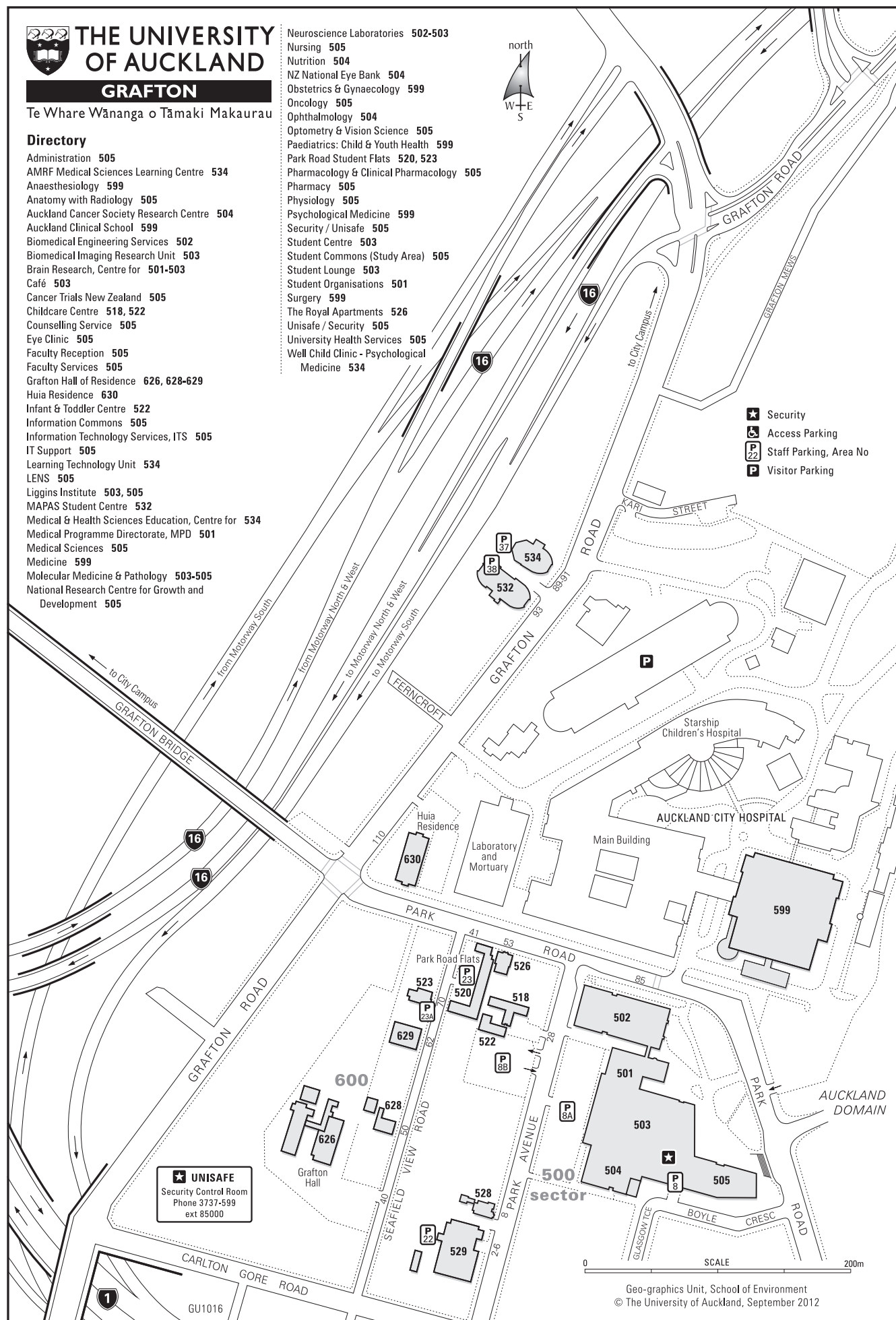
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- ♿ Access Parking
- P 22 Staff Parking, Area No
- P Visitor Parking





Te Whare Wānanga o Tāmaki Makaurau

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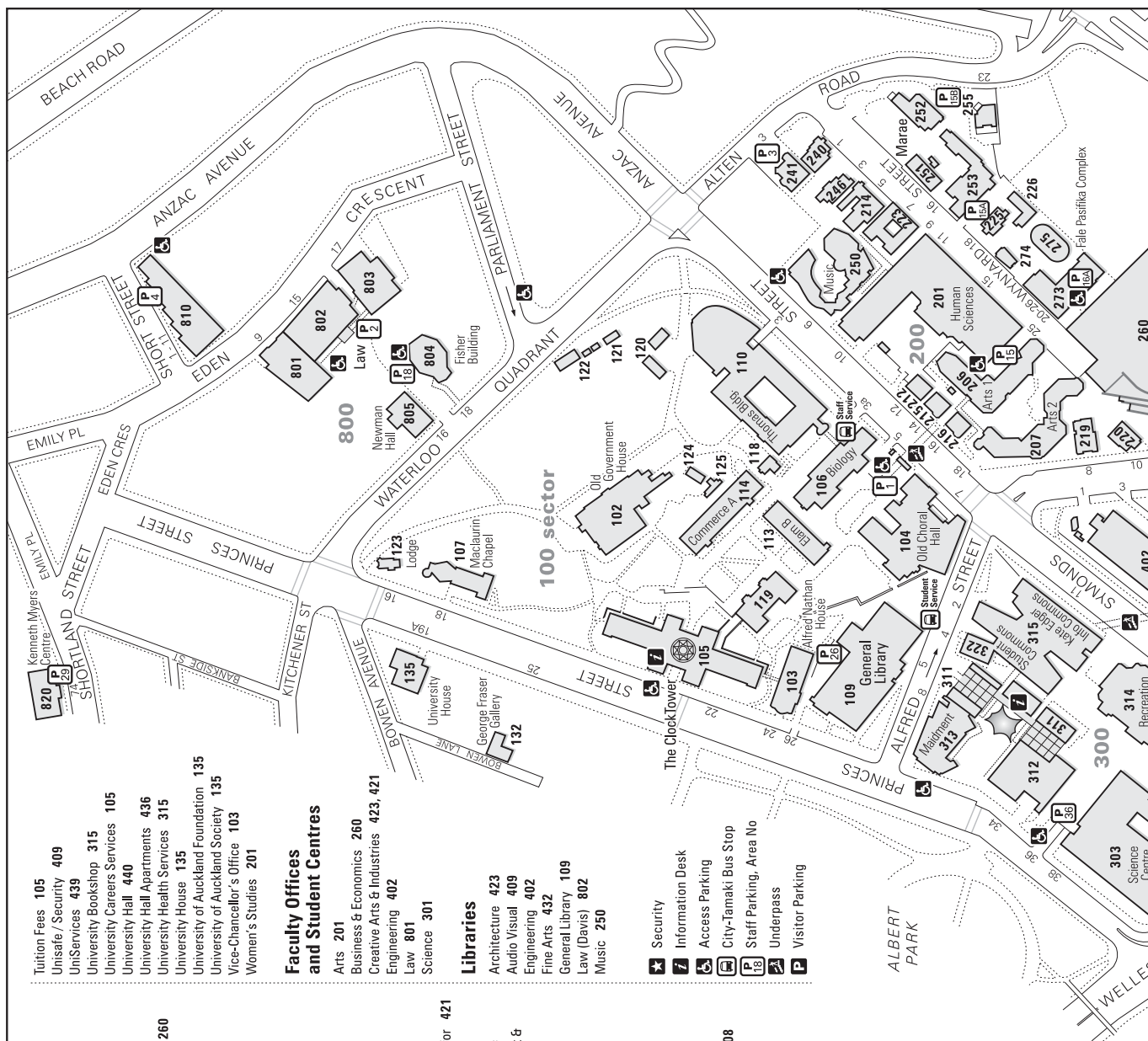
## Faculty Offices and Student Centres

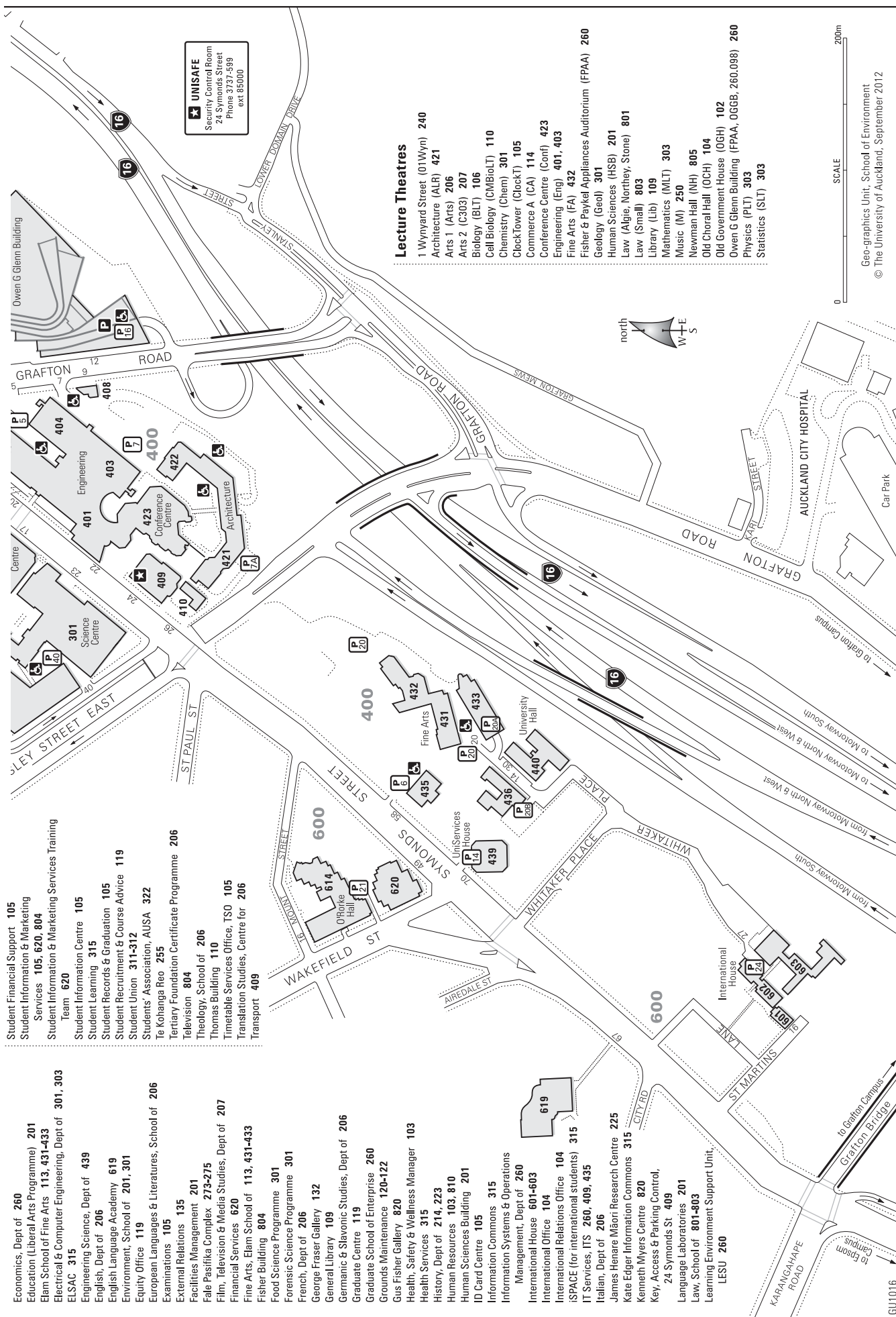
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## Libraries

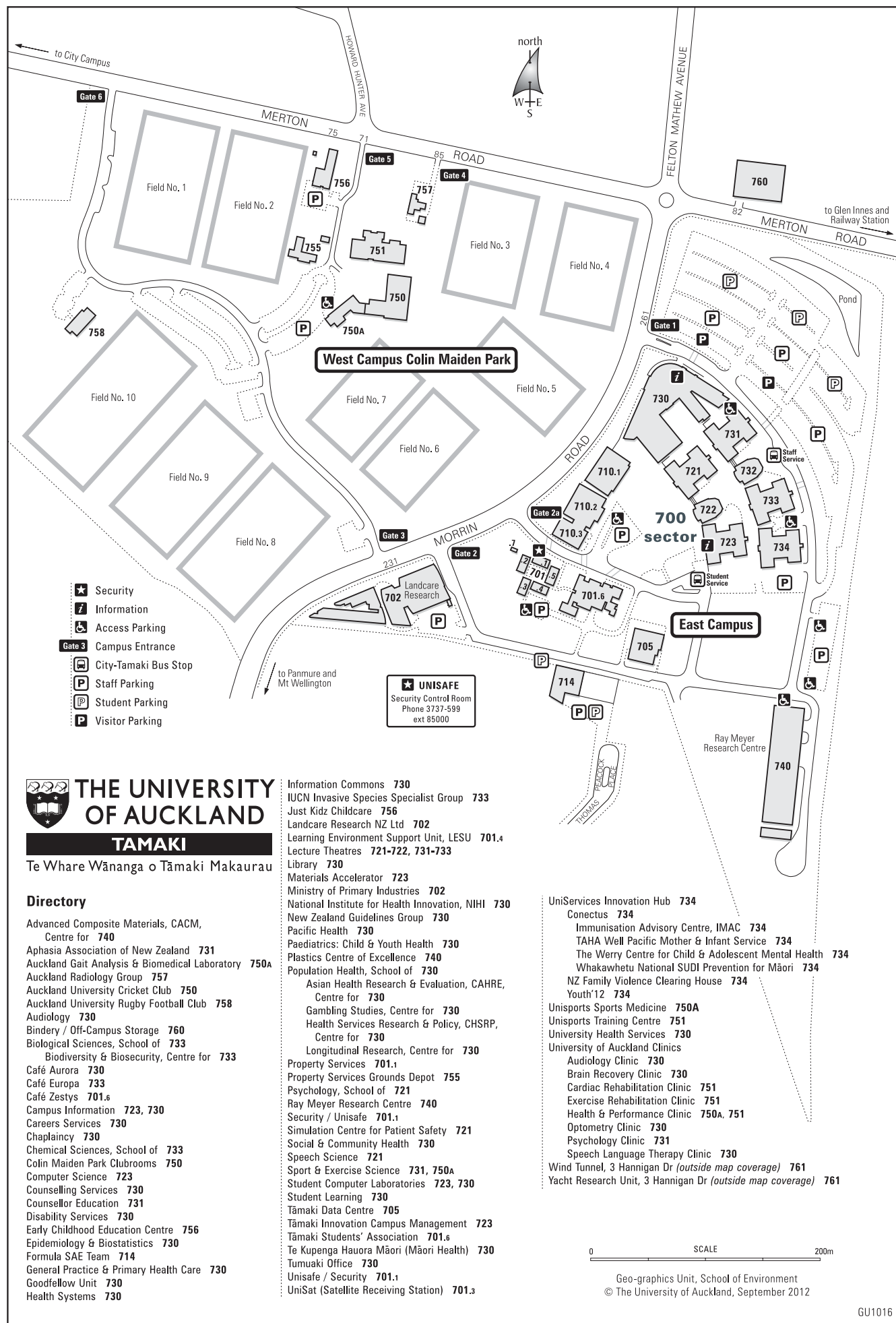
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P Access Parking  
P City-Tamaki Bus Stop  
P Staff Parking, Area No  
P Underpass  
P Visitor Parking

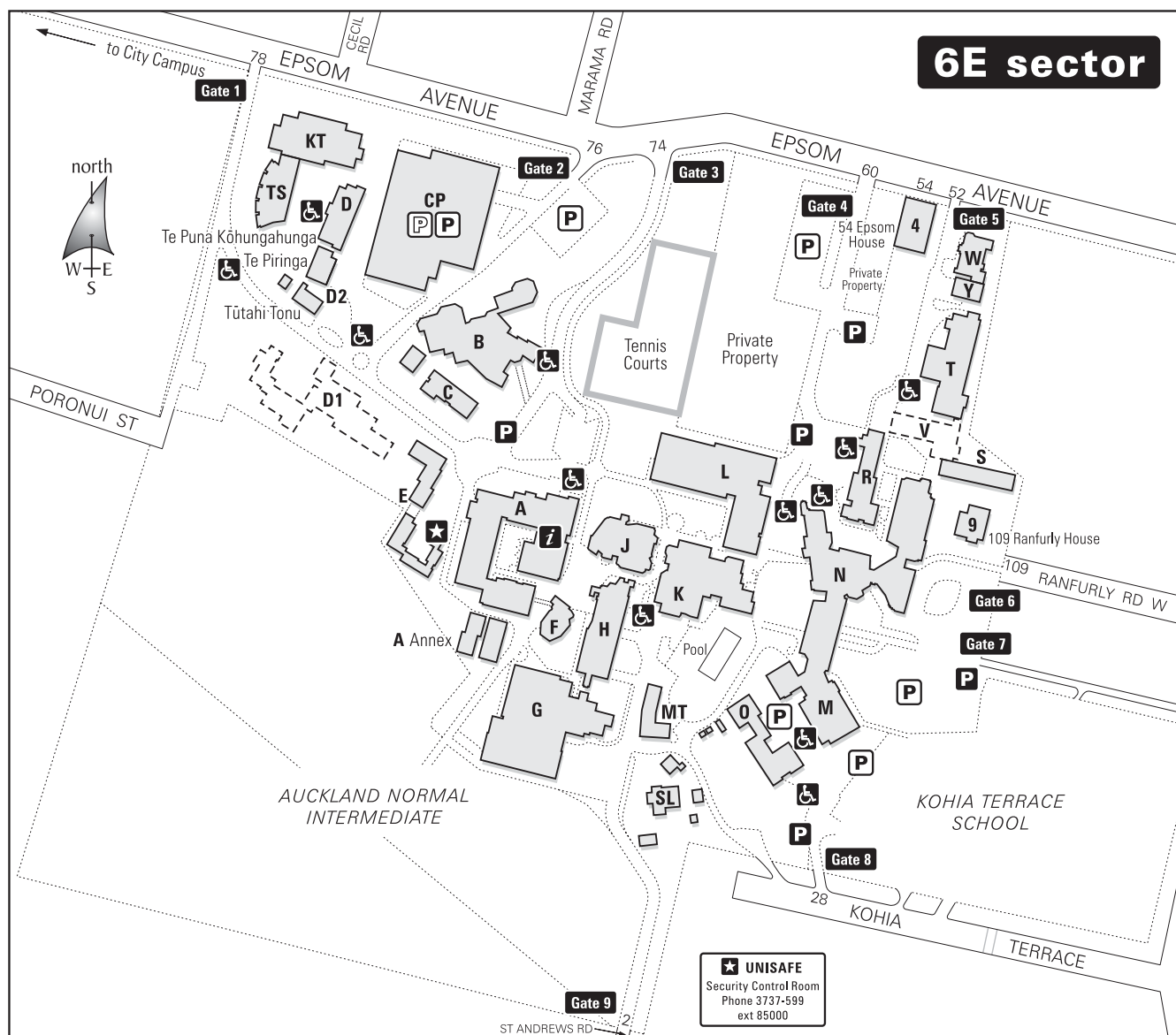












## THE UNIVERSITY OF AUCKLAND

### EPSOM

Te Whare Wānanga o Tāmaki Makaurau

#### Directory

##### 6E sector

109 Ranfurly House 9  
 54 Epsom House 4  
 Academic Operations A  
 Academic Success Centre N  
 Administration A  
 Café K  
 CEDD R  
 Computer Rooms N  
 Counselling Services R  
 Counselling, Human Services & Social Work, School of N  
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 Kohia Education Centre KT  
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 Pasifika Success, PS N  
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 Reading Recovery N  
 Reception (Main) A  
 Security / Unisafe E  
 Speech / Language Therapist N  
 Starpath N  
 Students Association K  
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