



## **LINCOLN UNIVERSITY COUNCIL**

### **AGENDA & PAPERS**

**At 9:00am on Tuesday, 29 April 2025 a meeting of Lincoln University will be held in Memorial Hall, Ivey West Building, Lincoln Campus**

**Click on this link to join the meeting: [Click here to join the meeting](#)**

# Lincoln University Strategy 2019-2028

<b>Vision</b>   To be a globally-ranked, top-five land-based University, unlocking the power of the land to enhance lives and grow the future.	<b>Purpose</b>   To facilitate excellent research and education to grow the knowledge of our students and help shape a world that benefits from a greater understanding of the relationships between land, food and ecosystems.	<b>Strategy 2019-2028</b> <ul style="list-style-type: none"> <li>● A distinctive, Aotearoa New Zealand, end-to-end student experience</li> <li>● Improved assets and sustainable operating models</li> <li>● A culture which stimulates and inspires all staff and students</li> <li>● World-class research and teaching with impact</li> <li>● An organisation focused on meaningful partnerships</li> <li>● Facilitating student growth</li> </ul>
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**Values**  
Manaakitaka – Looking after people



## STRATEGY GOALS

## PRIORITY AREAS 2024-2028

GOAL 1	A distinctive, Aotearoa New Zealand, end-to-end student experience	<ul style="list-style-type: none"> <li>• Provide an enriching and successful experience for all students within an environment that empowers them to thrive and achieve their goals.</li> <li>• Ensure quality streamlined student services that are responsive and focused on supporting wellbeing and success.</li> <li>• Enhance student experiences for postgraduate students.</li> <li>• Develop research-rich graduates.</li> <li>• Grow graduates ready for New Zealand's future workforce</li> </ul>
GOAL 2	Improved assets and sustainable operating models	<ul style="list-style-type: none"> <li>• Establish a clear pathway to carbon neutrality by 2030.</li> <li>• Make our organisation an exemplar of sustainable practices.</li> <li>• Establish a flexible, agile, and effective University operational framework</li> <li>• Digitally enable our University</li> </ul>
GOAL 3	A culture which stimulates and inspires all staff and students	<ul style="list-style-type: none"> <li>• Support and nurture a culturally inclusive campus.</li> <li>• Embed and celebrate our Takata Whenua.</li> <li>• Develop a values-driven culture that fosters a sense of identity, shared purpose and commitment.</li> <li>• Grow our staff through early career development, professional development, and workforce planning.</li> <li>• Manage workloads consistent with a research-intensive, specialist university focused on the land-based sectors.</li> </ul>
GOAL 4	World-class research and teaching with impact	<ul style="list-style-type: none"> <li>• Accelerate research impact and relevance to the land-based sectors through sustained research excellence and collaboration.</li> <li>• Provide innovative academic programmes that anticipate the workforce needs of land-based sectors</li> </ul>
GOAL 5	An organisation focused on meaningful partnerships	<ul style="list-style-type: none"> <li>• Grow our impact through partnerships.</li> <li>• Develop, nurture, and promote a culture of collaboration.</li> <li>• Build coherence between research and education in all partnerships</li> </ul>
GOAL 6	Facilitating student growth	<ul style="list-style-type: none"> <li>• Meet land-based sector workforce needs and challenges</li> <li>• Expand our reach to a wider group of potential students.</li> <li>• Increase participation and engagement of Māori and Pasifika students</li> </ul>

# Council Meeting - 29 April 2025

CONFIDENTIAL



29 April 2025 09:00 AM - 01:00 PM

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10:15am on Tuesday 27 May 2025, in Memorial Hall, Lincoln Campus.		

## **Karakia Timataka**

Kimihia rapuhia

Whaia ki te Uru Tapu nui o Tane

Tane te waioara

Tane te wanaka

Tane te tokoraki

Putā ki te whaiao ki te ao marama

Tu te kana

Tu te maraka

Te tu hi te rarama

E noho te mataara nei

E roko whakairia ake ki ruka

Kia tina! tina! Haumi e! Hui e! Taiki e!

## **Opening Prayer**

Let us pursue and follow Tāne into the highest realms.

The sacred repository of knowledge.

Tāne, the waters of life and wellbeing.

Tāne, the repository of all knowledge and wisdom.

Tāne who propped up the heavens.

Bringing forth the light, the broad daylight so that all life realises its potential.

It is Tū who preserves and protects the sacredness of all.

It is Tū who awakens the path of light within, imbuing his qualities of vigilance.

That our eyes may ever focus on the path ahead, in order that we may pass over the state of tapu to allow the renewal of peace to be suspended from on high. Make it firm, it is firm.

Join it, gather it. It is done!

## Council Meeting - 29 April 2025 - Disclosures of Interest

### STRICTLY CONFIDENTIAL

#### Council Members' Interests Register as at 16 April 2025

Councillor	Name of Company / Institution	Dates Applicable	Position	Comments	Updated
Janice Fredric	Mainpower Ltd	Current	Director		1-Feb-22
Janice Fredric	Aurora Energy Limited	Current	Director		1-Jul-22
Janice Fredric	Green Power New Zealand Ltd	Current	Director	Reappointed with effect 21 August 2024	26-Aug-24
Janice Fredric	Mt Cass Wind Farm Ltd	Current	Director	Reappointed with effect 21 August 2024	26-Aug-24
Janice Fredric	Timaru District Council	Current	Independent member of Audit and Risk Committee		
Janice Fredric	NZ Shipwreck Welfare Trust	Current	Trustee		
Janice Fredric	Tregynon charitable Trust	Current	Trustee		
Janice Fredric	NIWA	Current	Director		
Janice Fredric	NIWA Vessel Management Limited	Current	Director		
Bruce Gemmell	The Gemmell Group Limited	Current	Director, Shareholder		1-Feb-22
Bruce Gemmell	The Highlanders GP Limited	Current	Director		
Bruce Gemmell	Miramar Consolidated Limited	Current	Director	Removed 21 May 2024	21-May-24
Bruce Gemmell	The Second Little Pig Was Right Limited	Current	Director, Shareholder		
Bruce Gemmell	ATT Trustee Limited & associated subsidiaries	Current	Director	Non-trading	
Bruce Gemmell	Lincoln Agritech Limited	Current	Chair		
Bruce Gemmell	Lincoln University Centennial Trust	Current	Ex-officio Trustee		
Bruce Gemmell	Lincoln University Foundation Trust	Current	Ex-officio Trustee	Formally constituted 12 November 2019	
Bruce Gemmell	Gemmell Finance Limited	Current	Director, Shareholder		
Bruce Gemmell	Nitrolabs Limited & Associated companies	Current	Director		
Bruce Gemmell	Central Plains Water Limited	Current	Director		
Bruce Gemmell	Buller Electricity Limited & associated subsidiaries	Current	Director	Director from 1 September 2021	
Bruce Gemmell	Planz Consultants Ltd	Current	Director		
Bruce Gemmell	Nexia Limited	Current	Director		
Bruce Gemmell	Selwyn District Council	March 2024 - current	Independent member of Audit and Risk Committee	Appointed in March 2024	1-Mar-24
Bruce Gemmell	Waldmel Holdings Limited	July 2024 - Current	Director		
Bruce Gemmell	Pioneer Energy Renewables GP Limited	Current	Director	Commenced term 5 December 2024	13-Dec-24
Bruce Gemmell	Universities New Zealand, (Chancellors Committee)	Current	Chair	Appointed for 2025	
James Parsons	Ashgrove Genetics Limited	Current	Director		
James Parsons	Agfirst Northland Limited	Current	Director		
James Parsons	Trevar Limited	Current	Director, Shareholder		
James Parsons	Wools of New Zealand Holdings Limited	Current	Director		
James Parsons	Ashgrove Limited	Current	Director		
James Parsons	Halter USA Inc	Current	Advisor		1-Jul-23
David Philip Jensen	MyFarm Kiwifruit Fund	Jun 2024 - current	Chair		1-Jun-24
David Philip Jensen	Eastpack Limited	2018-current	Director		
David Philip Jensen	Merrijig Development sLimited	Current	Shareholder		
David Philip Jensen	Figured Limited	Current	Shareholder		
David Philip Jensen	New Zealand Dairy Dessert Company	Current	Shareholder		
David Philip Jensen	Fonterra	Current	Shareholder		
David Philip Jensen	Zespi	Current	Shareholder		
David Philip Jensen	Eastpack Limited	Current	Shareholder		
David Philip Jensen	LIC	Current	Shareholder		
David Philip Jensen	Ballance Agri Limited	Current	Shareholder		
David Philip Jensen	Farmlands Co-operative Society Limited	Current	Shareholder		
David Philip Jensen	Chair Gliding NZ Trust	Current	Trustee		
David Philip Jensen	PinPoint Labs	Current	Chair and Director	Elected Chairperson January 2023	Jan-23
David Philip Jensen	Pasture Accelerator	Current	Chair	JV between MPI, PGW, DairyNZ and Barenburg NZ	Apr-23
David Philip Jensen					
Professor Grant Edwards	Lincoln University	Current	Vice-Chancellor		1-Feb-22
Professor Grant Edwards	Lincoln University Council	Current	Ex-officio Member		
Professor Grant Edwards	Universities New Zealand, (Vice-Chancellors Committee)	Current	Chair		

## Council Meeting - 29 April 2025 - Disclosures of Interest

	New Zealand Food Innovation Ltd	Current	Director	New Zealand Food Innovation Auckland & New Zealand Food Innovation (South Island) Limited	1-Oct-24
Professor Grant Edwards					
Professor Grant Edwards	Lincoln Agritech Limited	Current	Director		
Professor Grant Edwards	Lincoln University Foundation	Current	Ex-officio Trustee		
Professor Grant Edwards	Lincoln University Centennial Trust	Current	Ex-officio Trustee		
Professor Grant Edwards	Lincoln University Alumni Association	Current	Ex-officio Patron		
Professor Grant Edwards	South Island Dairying Development Centre Leaders Forum	Current	Chair		
Professor Grant Edwards	Committee of University Academic Programmes (CUAP)	Current	Chair		
Professor Grant Edwards	Don Hulston Foundation	Current	Ex-officio University Trust		
Professor Grant Edwards	Ivey Hall and Memorial Hall 125th Anniversary Appeal Gifting Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Ivey Hall and Memorial Hall 125th Anniversary Appeal Taxable Activity Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	John Mowbray Howard Tripp Agricultural Scholarship Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	JW and Carrie McLean Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Kathleen Ann Stevens Scholarship Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Leslie John and Lola June Struthers Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Sir Arthur Sims Scholarship Trust	Current	Ex-officio University Trust		
Professor Grant Edwards	Vernon Willey Trust	Current	Ex-officio University Trust		
Puamiria Parata-Goodall	Lincoln University	Current	Council Member and Cultural Advisor	Cultural Advisor to Mana Whenua Cultural Narrative	1-Mar-24
Puamiria Parata-Goodall	Te Taumutu Runanga	Current	Portfolio Leader, Member of Executive		
Puamiria Parata-Goodall	Selwyn District Council	Current	Pou Kaiawh?, Executive Cultural Advisor		
Puamiria Parata-Goodall	AgResearch	Current	Consultant - Cultural Narrative		
Puamiria Parata-Goodall	Te Pakura Limited	Current	Director & Cultural Advisor to Mana Whenua Cultural Narrative		
Puamiria Parata-Goodall	Ngai Tahu Fund	Current	Chair		
Puamiria Parata-Goodall	Canterbury Museum Board	Current	Member, Kaiurungi - ?h?k? o Ng? T?puna, Cultural Advisor		
Puamiria Parata-Goodall	Te Pae Korako Ng?i Tahu Archives & Whakapap	Current	Member		
Puamiria Parata-Goodall	Rarotoka Management Limited	Current	Director, Shareholder		
Puamiria Parata-Goodall	Arts Council	Current	Member, Co-Chair - Komiti M?ori		1-May-24
Elizabeth Hill-Taiaroa	Te Taumutu R?nanga	Current	Secretary & Oranga leader		1-Apr-23
Professor Derrick Moot	Lincoln University	Current	Professor		1-Jun-22
Professor Derrick Moot	Tertiary Education Union	Current	Member		1-Jun-22
Professor Derrick Moot	Free Speech Union	Current	Member		1-Jun-23
Dr Maria Janna van den Belt	Cogo Connecting Good Limited	Current	Shareholder		1-Jun-21
Dr Maria Janna van den Belt	College of Assessors of MBIE	Current	Member		
Dr Maria Janna van den Belt	EHF Fellowship	Current	Fellow		
Gabrielle Thompson	Olsen Thompson Limited	Current	Director & Shareholder		
Gabrielle Thompson	Hollyfort Farm Limited	Current	Shareholder		
Gabrielle Thompson	Thompson Family Farm Limited	Current	Shareholder		
Gabrielle Thompson	Silver Fern Farms Co-Operative Limited	Current	Director		
Gabrielle Thompson	Thompson Family Trust	Current	Trustee		
Gabrielle Thompson	Pretty in Pink Charity Trust	Current	Trustee		
Gabrielle Thompson	Ballance	Current	Shareholder		
Gabrielle Thompson	Farmlands Co-Operative Ltd	Current	Shareholder		
Gabrielle Thompson	Thompson Property Trust	Current	Trustee		
Gabrielle Thompson	Ravensdown	Current	Shareholder		
Gabrielle Thompson	Thompson Forestry Limited	Current	Director and Owner	Effective from 15 December 2022	
Zara Weissenstein	Lincoln University Students' Association	Current	President		1-Dec-24
Zara Weissenstein	Lincoln University Accommodation Services	Current	Residential Assistant	January - November 2025	

**Register of interests – Senior Leadership Team – 2025**

SLT member	Organisation	Date	Position	Notes
<b>Grant Edwards</b>	Lincoln University	Current	Vice-Chancellor	
	Lincoln University Council	Current	Ex-officio Member	
	Universities New Zealand, (Vice-Chancellors Committee)	Current	Chair	
	New Zealand Food Innovation Limited	Current	Director	
	Lincoln Agritech Limited	Current	Director	
	Lincoln University Foundation	Current	Trustee	
	Lincoln University Centennial Trust	Current	Trustee	
	Lincoln University Alumni Association	Current	Ex-officio Patron	
	South Island Dairying Development Centre Leaders Forum Chair	Current	Chair	
	Committee of University Academic Programmes (CUAP)	Current	Chair	
	Don Hulston Foundation	Current	Ex-officio University Trust	
	John Mowbray Howard Tripp Agricultural Scholarship Trust	Current	Ex-officio University Trust	
	J W and Carrie McLean Trust	Current	Ex-officio University Trust	
	Kathleen Ann Stevens Scholarship Trust	Current	Ex-officio University Trust	
	Leslie John and Lola June Struthers Trust	Current	Ex-officio University Trust	
	Sir Arthur Sims Scholarship Trust	Current	Ex-officio University Trust	
	Vernon Willey Trust	Current	Ex-officio University Trust	
<b>Karen McEwan</b>	Lincoln University	2019-	Executive Director, People, Culture, and Wellbeing	
	Senior Leadership Team, Lincoln University	2019-	Member	
	Ceiling Clean WGTN Limited	1982-	Shareholder	
<b>Susie Roulston</b>	Lincoln University	2021-	Chief Operating Officer	
	Senior Leadership Team	2021-	Member	
	Hayden Roulston Limited	2017		Susie's Partner (sports Coaching)
	Lincoln University Property Joint Venture Limited	2022-	Director	From 1 December 2022

Updated July 2024



Council Meeting - 29 April 2025 - Disclosures of Interest

<b>Chad Hewitt</b>	Royal Society of New Zealand	Current	Member	
	Universities New Zealand, DVC Research Committee	Current	Ex-officio member	
	Universities New Zealand, DVC Academic Committee	Current	Ex-officio member	
	<del>Universities New Zealand, CUAP</del>	<del>Current</del>	<del>Ex-officio member</del>	Effective 31/10/2023
	NZ Synchrotron Group Ltd	Current	LU Representative	
	College of Assessors	Current		
	Better Border Biosecurity Collaboration Council	Current	Member	
	LU Senior Management Team	2023-		
	HZAU Lincoln Joint Institute Joint Management Committee	2024-	Vice-Chair	Effective 3/7/24
	Bioprotection Aotearoa Strategic Advisory Board	2024-	Host Representative	Effective 3/7/24
<b>Merata Kawharu</b>	Tūrama Trustees Limited	Current	Director	
	Nukuroa Consulting Limited	Current	Director & Shareholder	
	Takarangi Limited	Current	Director	
	E Mara E Limited	Current	Director & Shareholder	

# LINCOLN UNIVERSITY COUNCIL

Minutes of a meeting held on Tuesday 25 March 2025 at 10:15am in Memorial Hall, Lincoln University and online via MS Teams

## Meeting Minutes

Present: Bruce Gemmell (Chancellor), Prof. Grant Edwards (Vice Chancellor), Michelle Ash, Janice Fredric, Prof. Derrick Moot, James Parsons, Dr Marjan van den Belt, Liz Hill-Taiaora, David Jensen, Puamiria Parata-Goodall, Gabrielle Thompson, and Zara Weissenstein (each a Council Member).

Via MS Teams:

In attendance: Mrs S Roulston (Chief Operating Officer)  
Mr N Heslop (Council Secretary)  
Prof C Hewitt (Provost)  
Mrs K McEwan (Executive Director People, Culture, & Wellbeing)  
Mr Damian Lodge (DVC, Student Life)  
Mrs M Kawharu (DVC, Māori)  
Mr G Ryan (Proctor, Item 10)  
Mr S Hunter (Health & Safety Manager, Item 11)

Meeting started at 10.17am.

### 1. Welcome/Karakia/Apologies

The Chancellor welcomed Councillors to the meeting and invited Mr David Jensen to open the meeting with karakia.

#### Resolution

That Council:

**RESOLVE** to receive an apology for lateness from Mr J Parsons.

*Resolution*

**MOTION CARRIED**

### 2. Disclosures of interests

The Register of Interests was NOTED.

### 3. Confirmation of the Previous Meeting Minutes

Council RESOLVED:

To confirm the minutes from the Council meetings held on 25<sup>th</sup> February 2025 as a true and correct record.

*Resolution*

**MOTION CARRIED**

**4. Matters arising from the Minutes**

The action register was NOTED.

**5. Notice of items of General Business**

There were no items of general business.

**6. Chancellors Report**

The report was taken as read.

The Chancellor noted that Lincoln University awards are visible to other institutions citing correspondence from Prof John Walker of the University of Cambridge, who congratulated Lincoln University for recognising the efforts of this years Global Science Award recipient.

**Resolution**

That Council:

*Resolution*

1. **RECEIVE** the information in the Chancellor's Report.

**MOTION CARRIED**

*Puamiria Parata-Goodall arrived at 10.22am during consideration of Chancellors Report.*

**7. Proposal to establish People and Culture Committee**

The Council Secretary spoke to the report.

Council discussed the pro's and con's of establishing a People and Culture Committee.

Janice advocated for improvement in interrogation at Committee level. Suggested inclusion of People, Culture, and Remuneration Committee.

Council reflected that a concentration on its capital asset program benefitted from a focussed interrogation, and this may also be the case for people and culture.

Council noted that the People and Culture Committee may stand separate to the existing Appointments and Remuneration Committee.

**Staff Recommendation not accepted**

That Council:

1. **RECEIVE** the information in this report.
2. **ENDORSE** the proposal to incorporate people and culture functions into a Committee of Council.
3. **APPROVE** renaming the Appointment and Remuneration Committee to the People, Culture, & Remuneration Committee, effective immediately.

4. **REFER** the draft terms of reference in Appendix A to the newly named People, Culture, & Remuneration Committee for further review.
5. **NOTE** that the People and Culture Committee will bring a recommendation to Council on the terms of reference and membership at a future Council meeting.

Council did not accept the recommendation outlined in the report. Council agreed to stand up a working group of interested parties, including Chancellor, Pro-Chancellor, Chair of Audit, Risk, and Assurance Committee, Marjan van den Belt, and Liz Hill-Taiaroa to further consider the purpose and terms of reference for a prospective People and Culture Committee.

*Action: Council Secretary*

#### **Resolution**

That Council:

1. **ESTABLISH** a working group of interested parties to consider the purpose and proposed terms of reference for a People and Culture Committee. The working group will report back to Council on its findings.

*Resolution*

**MOTION CARRIED**

*James Parsons arrived at 10:54am during discussion of the Vice Chancellor's Report.*

#### **8. Vice Chancellors Report**

The report was taken as read.

- TEC guidance is that there is limited funding.
- Council noted the visit of ELLS to Lincoln University and the wonderful opportunity this was to strengthen strategic partnerships with eleven universities in Europe to enhance student mobility between partner universities.

#### **Council Resolution**

That Council:

1. **RECEIVE** the information in the Vice Chancellor's Report.

*Resolution*

**MOTION CARRIED**

#### **9. LUSA Report**

The report was taken as read. The LUSA President highlighted the following:

- Aotearoa Students Association has been established and made up of most of NZ University student associations.

#### **Council Resolution**

That Council:

1. **RECEIVE** the information in the LUSA Report.

*Resolution*

**MOTION CARRIED**

## 10. Academic Board Report

The report was taken as read.

The Vice Chancellor welcomed Prof. Greg Ryan, Proctor, one of two Proctors at Lincoln University.

The Proctor's report noted an increase in academic integrity breach numbers, largely due to AI. A significant number of these are at the light infringement end. The university and students are adapting to the changing landscape and tools available to them.

Proctor confirmed attendance at several symposiums about online learning and AI use.

The Proctor assured Council that he has had conversations with the Vice Chancellor addressing workload.

### Council Resolution

That Council:

1. **RECEIVE** the information in the Academic Board report.
2. **APPROVE** the modifications to the Academic Board Terms of Reference as outlined in Appendix Three.

*Resolution*

**MOTION CARRIED**

## 11. Health and Safety Report

The report was taken as read.

Two Improvement Notices have been lifted and Lincoln learned a good amount through those processes.

### Council Resolution

That Council **NOTE**:

1. The Health and Safety team continues to focus on maintaining and improving hazard identification and risk assessments, reviewing and establishing clear safety policies and procedures, align training requirements relevant to roles and work collaboratively with the University community in all areas of health and safety.
2. Identifying trends in the health and safety performance of the University and measures taken to improve the robustness of the data.
3. The actions being taken to improve the culture of health and safety across the University.

*Resolution*

**MOTION CARRIED**

## 12. General Business

There were no items of general business.

**13. Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987**

*I move that the public be excluded from the following parts of the proceedings of this meeting, namely:*

<b>General Subject Matter</b>	<b>Reason for passing this resolution in relation to each matter</b>	<b>Grounds under section</b>
<b>Lincoln Agritech Limited Deep Dive</b>	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
<b>Executive Committee</b> 1. Report – appointing co-chair HEC	To protect the privacy of natural persons	7(2)(a)
<b>Farms Committee</b> 1. Report – business of Committee 2. Minutes from meeting on 14 March 2025		
<b>Audit, Risk, &amp; Assurance Committee Report to Council</b> 1. Report – business of Committee 2. Minutes from meeting on 18 March 2025 3. Investment Plan (proposed content framework) 4. 2024 Annual Report 5. Strategic Risk Register	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage To maintain legal professional privilege	7(2)(h) 7(2)(j) 7(2)(g)
<b>HZAU Update</b>	To avoid prejudice or disadvantage to the commercial activities of the University	7(2)(h)
<b>Monthly Recruitment Report</b>	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
<b>Finance Report</b>	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)

*I move also that:* Prof Chad Hewitt (Provost), Mr S Hunter (Health, Safety & Wellbeing Manager), Prof Merata Kawharu (Deputy Vice Chancellor, Māori and Pasifika), Mr Travis Glare (CEO, Lincoln Agritech Limited), Mrs E Rooney (Finance Director), Mrs S Roulston (Chief Operating Officer), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Tumuaki-Takirua Te Awhioraki, and Mr Nathaniel Heslop (Council Secretary), be permitted to remain at this meeting after the public has been excluded, because of their knowledge of the various matters being discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because of their involvement in the development of reports to Council on these matters.

**MOTION CARRIED**

**14. Closure and next Meeting**

The Chancellor invited Mr David Jensen to give a closing karakia.

The meeting closed at 2:00pm.

The next meeting is scheduled for Tuesday, 29<sup>th</sup> April 2025 at 9:00am and will be held in Memorial Hall at Lincoln Campus.

CONFIRMED THIS 29<sup>th</sup> DAY OF April 2025

**BRUCE GEMMELL**  
**CHANCELLOR**

# Council Meeting - 29 April 2025 - Matters Arising from the Minutes

Action Number	Action Summary	Action Type	Originating Meeting	Destination Meeting	Responsibility	Due Date	Notes
<b>Completed Actions since 25 March 2025</b>							
649	Meaningful Partnerships Program Framework Report	Report	Council	Council	Hewitt, Chad	3/25/2025	Council requested a report to inform what framework the University uses to decide whether to enter a partnership agreement.
<b>In Progress</b>							
643	Improve the information provided in the Health & Safety Report	Update Report	Council	Council	Hunter, Steve	6/24/2025	Met Health & Safety Manager and will be updating H&S report throughout 2025.
635	Education Performance Indicators (EPI) Dashboard	Update Report	Council	Council	Lodge, Damian & Pierce, Kelly	6/24/2025	Council suggested a dashboard that provides information on Education Performance indicators across all courses & shaping the agenda against strategy so that Council can understand success against strategic initiatives and measures of success.
650	Course Profitability Reports.	Report	Council	Council	Hewitt, Chad	10/28/2025	Council requested <i>each Faculty</i> develop a course profitability model and present to Council.



## Chancellor's Office

Version: 1.0

## Chancellor's Meetings & Correspondence

Author/s: Nathaniel Heslop

Date: 15 April 2025

### Purpose

This report summarises the stakeholder meetings undertaken by the Chancellor in between 26 March 2025 through to Council on 29 April 2025.

### Executive Summary

#### Stakeholder meetings

9 April 2025	Appointment and Remuneration Committee
15 April 2025	Audit, Risk, & Assurance Committee

#### Other Engagements

3 April 2025	Meeting with Vice Chancellor
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## Vice-Chancellor's Report to Council

### April 2025

Te Whare Wānaka o Aoraki Lincoln recently celebrated the formal opening of its revitalised main entrance and new Student and Visitor Centre by the Hon Dr Shane Reti, Minister of Science, Innovation and Technology and Minister for Universities. The opening event, led by the Te Taumutu (Ngāi Ruahikihiki) brought together a wider range of our community, including staff, student representatives from the Lincoln University Students' Association (LUSA), Te Awhioraki Māori Students' Association, Lincoln University Pacific Island Student Association and Te Manutaki, as well as key stakeholders from the Lincoln precinct research institutions, and construction collaborators on 27 March. In his address, Minister Reti acknowledged the redeveloped George Forbes Building as a valuable addition to Lincoln University's world-class campus and highlighted our institution's enduring legacy of high-quality education and impactful domestic and international collaborations, which defines Lincoln University's attractiveness.

The new Student and Visitor Centre, with its welcoming forecourt featuring a significant pou by Ngāi Tahu artist Fayne Robinson and a remodelled internal space equipped with state-of-the-art technology tailored to the evolving needs of students and visitors, is rapidly becoming a central hub for our student community. This increasingly high usage demonstrates its popularity and relevance to the student experience.

This development is a key component of Lincoln University's Campus Development Programme which has delivered major projects such as our award-winning science facility, Waimarie (opened in September 2023), our upgraded Whare Hākinakina Lincoln University Gym and the restored earthquake-damaged Category 1 historic buildings Ivey West and Memorial Hall (reopened February this year). During his visit, the Minister toured these new and recently redeveloped facilities with the Vice-Chancellor. Looking ahead, our campus development continues with ambitious initiatives, including an extensive decarbonisation program aligned with our 2030 carbon neutrality goal, the construction of a 1.5 MWp Energy Farm demonstrating high-value agrivoltaics and a comprehensive landscaping masterplan.

### Excellence in academic achievements

It was an honour to acknowledge the significant achievement of Professor Merata Kawharu, Distinguished Professor Leo Condrón and Adjunct Professor David Chapman, who were elected as Ngā Ahurei a Te Apārangi Fellows of the Royal Society Te Apārangi, placing them among 23 distinguished researchers, scholars and innovators across Aotearoa. Distinguished Professor Geoff Chase FRSNZ, Chair of the Academy Executive Committee, underscored the importance of this recognition, stating that these Fellows showcase the strength of Aotearoa New Zealand's research communities and their impactful contributions across diverse fields, from criminal law to intensive-care medicine, demonstrating the excellence of our nation's research and scholarship on the world stage.

Professor Merata Kawharu MNZM (Ngāti Whātua, Ngāpuhi) was elected for her contribution to developing indigenous entrepreneurship theory. Distinguished Professor Leo Condrón was elected for significantly advancing the understanding of the importance of biological processes in determining the bioavailability and utilisation of phosphorus in soil-plant systems.

In other significant developments, Dr Nadia Mitchell has been appointed to the Board of ANZCCART (Australian and New Zealand Council for the Care of Animals in Research and Teaching), as the Te Pūkai Tara Universities New Zealand representative. Lincoln University is a founding member of ANZCCART's Openness Agreement on Animal Research and Teaching in New Zealand. This appointment underscores our ongoing commitment to maintaining the highest ethical standards in all our research and teaching involving the use of animals and our pledge to ensure transparency through our website, communications and public engagement activities.

Professor Tim Clough has been awarded a President's International Fellowship Initiative award from the Chinese Academy of Sciences. This prestigious programme supports international scientific cooperation and research. As part of the award, Professor Clough will travel to China and collaborate with Professor Qin at the Ecology and Environment Research Laboratory at CARR in Shijiazhuang. The visit aims to develop scientific proposals for bigger collaborative research opportunities between Lincoln and CARR, as well as explore mechanisms for hosting students in the future. Professor Qin and Professor Clough will also travel to Nanjing to meet with Professor Xiaoyuan Yan, the Vice Director of the Soil Science Institute of the Chinese Academy of Sciences and the Vice Chairperson of the Chinese Society of Soil Science. Tim will be a keynote speaker in Nanjing, at the 6th Nitrogen Biogeochemical Cycle Academic Forum.

#### Research Funding

We are pleased to announce the successful funding of \$249,676 for the project "*Ka Mate Kāinga Tahi Ka Ora Kāinga Rua - Integrating Mātauranga Māori and Geospatial Science for Climate-Driven Relocation Planning and Settlement Design in New Zealand*" through the latest round of the MBIE Te Pūnaha Hihiko: Vision Mātauranga Capability Fund. This two-year initiative will be led by Dr Shannon Davis, in partnership with Te Whakatōhea, and supported by a team comprising Dr Richard Morris, Associate Professor Stuart Charters, Dr Hanley Chen, and Professor Pablo Gregorini.

#### Partnerships and collaborations

Professor Emeritus Murray Fulton (University of Saskatchewan), the inaugural Ross Fellow, recently completed a successful three-month residency (February - April) at Lincoln University, within the Faculty of Agribusiness and Commerce. During his time at the University, Professor Fulton contributed significantly through three seminars and a public event, engaging with faculty and the Centre for Transformative Agribusiness. His research focused on indigenous economic development (comparing North American First Nations and Aotearoa New Zealand models), co-operatives and agricultural policy.

The Fellowships, to be awarded initially bi-annually, carry the Ross name, which refers to both Bruce, who died in 2023, and wife Gillian. The couple had made a joint endowment to the Lincoln University Foundation and the Fellowship concept for its use was approved by Bruce before his death. The Fellowship exists to bring internationally renowned scholars to Lincoln University for a period of residency to teach and research in the areas of agribusiness and economics. The Fellows become Adjunct Professors of Lincoln University.

#### Engagement demonstrating impactful research and education initiatives

The Integral Health Dairy Farm (IDHF) project, led by Professor Pablo Gregorini, held a highly successful open day in March. Professor Gregorini's research employs a holistic approach, considering all aspects of the farm, the environment and the wider community. To design and test this innovative farming method, he has collaborated with a multidisciplinary and international team of landscape ecologists, landscape architects, scientists and academics. Based at the Ashley Dene Development Station, IDHF uses an alternative system of dairy farming focused on a holistic. This system has demonstrated measurable improvements in the health of soil, plants, animals and the community showcasing a feasible transition pathway for current dairy farms to more sustainable and healthy practices. Over 100 people attended the community event, eager to learn about the potential future of dairy farming.

Furthering our ongoing engagement with the agricultural sector, Lincoln University maintained a presence at the South Island Agricultural Field Days to showcase our specialist programmes and engage with our alumni and partnered with Owl Farm for its recent Public Open Day.

Lincoln University was also a proud sponsor and host of the recent Kim Hill Hot Topic event held on our campus. This year's compelling topic - "Powering Our Future - Our Social and Environmental Responsibility" saw Kim Hill lead a panel of experts as they delved into the complexities and challenges of the topic.

The deepening partnership between Lincoln University and Selwyn District Council (SDC) is now focused on collaborative research to support the future development of the Selwyn District. This next phase involves three possible White Papers that would help inform the projects within Waikikiriri Ki Tua Future Selwyn (WKTFS), SDC's strategic approach to intergenerational wellbeing, sustainability, resilience, growth, change and development, including the Blue-Green Network; Climate Adaption; and Medium Density Alternatives. This collaboration builds upon the Vice-Chancellor's endorsement of SDC's strategic vision and the formalised partnership established through an MoU in June 2024, both of which acknowledge the University's vital regional role.

#### [Student experience](#)

Key findings from the Wheako Taura Student Experience team's recent New-to-Lincoln Survey indicate a positive start for our new student cohort: 68% felt prepared for their journey at Lincoln University, and 75% reported that their initial experience exceeded expectations. The survey, which achieved a strong 34% response rate (344 of 1,080 new students invited) in March, will inform efforts to further improve the new student experience.

Complementing this focus on new students, the University also ran a successful Postgraduate Week. This included a comprehensive programme of events addressing areas such as wellbeing, research master proposal guidance, and skills development in lecturing and tutoring.



## Vice-Chancellor's Office

### Testing of Drugs on Campus

Version:

Author/s: Vice-Chancellor

Date: 10 April 2025

## 1. Purpose

The purpose of this report is to update Council on the Vice Chancellor exercising his delegated authority to permit the testing of drugs on campus in 2025.

## 2. Recommendations

That Council:

1. **NOTE** testing of drugs will take place on Lincoln University Campus on the following the following dates:

Thurs 8 May 12-3pm

Thurs 5 June 12-3pm

Tuesday 15 July 12-4pm

Thurs 7 August 12-3pm

Thurs 11 Sept 12-3pm

Thurs 16 October 12-4pm

## 2. Executive Summary

Council provided a delegation to the Vice Chancellor at its meeting on 22 August 2022 in reliance on s285 Education and Training Act 2020 to:

*“authorize drug checking services at future events provided that the Vice Chancellor informs Council in their report on each occasion this power is acted on”.*

LUSA has requested that Know Your Stuff be available to test substances in the LUSA Club Rooms on the following dates that align with student events:

- Thurs 8 May 12-3pm
- Thurs 5 June 12-3pm
- Tuesday 15 July 12-4pm
- Thurs 7 August 12-3pm
- Thurs 11 Sept 12-3pm
- Thurs 16 October 12-4pm

All testing will take place in the LUSA Club Rooms and be conducted by Know Your Stuff.

There are more tests than in 2024, reflecting a movement towards more regular testing as well as in conjunction with events such as garden party.

### 3. Resource Implications

Nil

### 4. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	<b>Goal 1</b>	A distinctive Aotearoa New Zealand end-to-end student experience	<input checked="" type="checkbox"/>
	<b>Goal 2</b>	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	<b>Goal 3</b>	A culture which stimulates and inspires staff and students	<input type="checkbox"/>
	<b>Goal 4</b>	A world-class research and teaching precinct	<input type="checkbox"/>
	<b>Goal 5</b>	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	<b>Goal 6</b>	Facilitating Growth	<input type="checkbox"/>

#### Policy Consistency

This decision is inconsistent with the University's Drug and Alcohol Policy which does not permit any person on campus to consume or use any prohibited drug or substance.

When providing a delegation to the Vice Chancellor to permit drug and substance checking services on campus Council recognized that allowing this service is primarily about harm reduction and will support the well-being and safety of students by allowing them to make informed choices about what they consume.

The Drug and Substances Checking Legislation Act 2021 has legalized people getting their drug(s) checked through licensed drug and substance checking services.

Know Your Stuff is a licensed drug and substance checking service, allowing them to check drugs legally and with no possible prosecution from the venue, person testing the drug or the checking service.

### 5. Next Steps

Testing to progress on the scheduled days.



Kia ora koutou,

We hope you all had a lovely easter break.

Since the last council meeting, Te Awhioraki, LUPISA, and LUSA joined forces on the 26<sup>th</sup> of March to deliver a kōrero during Minister Shane Reti's visit to Te Whare Wānaka o Aoraki, marking the opening of the brand-new Students and Visitors Centre in the Forbes Building. This was a significant moment for us as well as the university, and we were so grateful to be made a part of this incredible experience.

Both LUSA and Te Awhioraki have been working alongside our respective teams to continue to deliver some great events while pushing through the final weeks of term. Te Awhioraki collaborated with LUPISA to take our tauira to see the film *Tinā*, where we all shed a few tears. We are also continuing the work on compiling a kapa haka performance bracket in preparation for *Te Huinga Tauira*. LUSA saw a great turnout at our post-grad morning tea in the first week of the term break. This is an important time where post grads are left on campus after all the undergrads go home for the holidays, leaving the need to maintain the community feel on campus when so few people are left.

Preparations for *Marama Hauora* are progressing well, with various events being planned for the month to keep students happy and learning how to look after their health while undertaking study. 19 Māori and Pasifika tauira signed up for a fitness challenge focused on enhancing *taha tinana*, which aims to raise funds for the *JUST MOVE NZ* charity, which supports better health outcomes for Māori and Pasifika communities.

In some other exciting news, LUSA's new and improved constitution that was approved by the students at our SGM on the 5<sup>th</sup> March has now been approved by the registrar and we are now officially reregistered under the 2022 incorporated societies act. This is a great step forward for LUSA as this now leaves us open to hold a by-election to elect the Postgraduate Engagement Rep (a new role we added in the new constitution in response to the growing number of postgraduate students at Lincoln University). Once elected, the purpose of this role is to represent and advocate for postgrad students alongside the original postgrad rep who will now be called the postgrad academic rep and have more of a focus on committees. The new role will focus on working towards a culture of strong interconnectedness and positive wellbeing for all postgrad students, as well as encouraging them engage in campus life through the postgrad society and other events and initiatives. The election process will take up most of term 2 with results being announced on the 6<sup>th</sup> of June. Thus, the individual elected will start in their role at the beginning of term 3 after they have undergone the required training and onboarding processes. Other smaller changes to our roles include the wellbeing portfolio being moved around a little to balance workloads, now sitting with the Engagement Rep (now called the Engagement and Wellbeing Rep), instead of the Rainbow EDI and Disability EDI Reps. We are very excited to see the positive results that these changes will bring.

Ngā mihi,  
Zara, Grace, & Halle



## Vice-Chancellor's Office

Version:

## Academic Board

Author/s: Paula Morrison

SLT Authoriser: Professor Grant Edwards, Chair

Date: 11/04/2025

### 1. Purpose

To provide a summary of the Academic Board meeting held on 9 April 2025.

#### Content

1. Executive Summary
2. **Appendix One:** Full Academic Board Report for April 2025.
3. **Appendix Two:** Proposal to Introduce a New Programme: Bachelor of Landscape Management (CUAP Round 2).
4. **Appendix Three:** Proposal to Introduce a New Programme: Postgraduate Certificate in Academic Practice (CUAP Round 2).

### 2. Recommendations

1. That the Academic Board report be **NOTED**.
2. That Council **APPROVES** the proposals to introduce the Bachelor of Landscape Management and the Postgraduate Certificate in Academic Practice to be submitted to CUAP for Round 2, 2025.

### 3. Executive Summary

Academic Board met for the third time in 2025 on Wednesday 9 April.

The Board approved the following:

- Changes to the membership of the Learning and Teaching Committee to ensure equity of representation from the academic units
- Revisions to the Aegrotat Policy and Procedure.

The Board endorsed the following proposals to introduce new programmes, subject to amendments:

- Bachelor of Landscape Management
- Postgraduate Certificate in Academic Practice
- Master of Artificial Intelligence in Land Use

The first two proposals are presented to Council for progression to CUAP Round 2. Further consultation and amendments to the Master of Artificial Intelligence in Land Use are being made and the proposal will be presented to Council for approval at the May meeting.

## Appendix One

### Vice-Chancellor's Office

### Academic Board Report April 2025

Academic Board held its third meeting of the year on Wednesday 9 April 2025 in Memorial Hall. The agenda included standing reports from the Learning and Teaching Committee, the Research Committee, and the Academic Administration Committee.

LTC's report included three proposals to introduce new programmes for CUAP Round 2, two of which were endorsed to proceed, and a modification to that Committee's Terms of Reference.

AAC's report included minor amendments to the Aegrotat Policy and Procedure.

The Director, Pathways and Quality, provided a briefing to the Board on the Investment Plan which is in the process of being crafted.

#### **GOAL 1 - A DISTINCTIVE AOTEAROA NEW ZEALAND END-TO-END STUDENT EXPERIENCE** **Proposals to Introduce New Programmes**

##### **Bachelor of Landscape Management (CUAP Round 2)**

This proposal has been prompted by the public sector which identified a need for a qualification in landscape management, defined as "the regular upkeep of a landscape, so as to guide and harmonise changes which are brought about by social, economic and environmental processes". The proposed qualification will provide an applied approach to the sustainable development of public open space and landscapes and will combine skills and knowledge from landscape architecture and design, planning, ecology, horticulture, sociology, culture, and project management. It includes core and elective courses from multiple disciplines that allow students to explore individual pathways within the degree.

Graduates will be able to undertake a wide range of landscape management roles across the public and private sector. A key aim of the programme is to enable students to integrate knowledge and skills from different disciplines to help solve complex problems in a wide range of landscape contexts including urban, peri-urban, rural and wilderness.

##### **Postgraduate Certificate in Academic Practice (CUAP Round 2)**

The proposed Postgraduate Certificate in Academic Practice aims to support the effective academic practice for early-career and other academic staff, and postgraduate research students at Te Whare Wānaka o Aoraki Lincoln University. The programme is designed to prepare them to plan and develop their own academic careers in the challenging higher education sector in Aotearoa New Zealand and overseas through the development of contextual skills.

Graduates will be ready to work effectively in higher education, incorporate indigenous perspectives, create course content and assessment, apply principles of sustainability to their academic practice, teach sustainably and plan their future academic practice.



## Appendix One

### **Master of Artificial Intelligence in Land Use (CUAP Round 3)**

As noted in the Summary Report, the board endorsed the proposal subject to further consultation and amendments. These are being addressed, and the proposal will be presented to Council for approval at the May meeting.

The proposed Master of Artificial Intelligence for Land Use will directly address global and domestic demand for expertise in machine learning and artificial intelligence – fields that are transforming industries worldwide. The programme aligns with the government's priorities in economic growth and technology-driven innovation and fills a critical gap in postgraduate education. Currently there are no programmes, worldwide, that integrate artificial intelligence and land use which makes this programme a unique and competitive offering. The Master of Artificial Intelligence for Land Use is intended to lead to work as a professional in an Artificial Intelligence or Machine Learning role and graduates will have the technical and professional skills to work independently on projects. The programme is delivered in an experiential manner and includes an Industry Project to help graduates be work ready or for those who choose (subject to appropriate performance) a dissertation. Those students undertaking a dissertation will be able to progress to a doctoral degree and conduct independent research.

### **GOAL 4 - A WORLD-CLASS RESEARCH AND TEACHING PRECINCT**

#### **Aegrotat Policy and Procedure – Revisions**

Amendments were made to address changes and tidy-ups after the fact where there had been some mistakes in the wording around *less than 10% or 10% or more*. The intention is that it is more than 10%, (10% and below is the threshold for students to talk to the examiner). A further change was to add the need for a medical certificate if a student has COVID-19, noting that the previous evidence of a positive test result is no longer accepted.

#### **Learning and Teaching Committee's Terms of Reference - Revisions**

The membership of the Learning and Teaching Committee has reduced due to the merging of roles. As such, amendments were made to its membership to ensure equity of representation from the academic units.

## APPENDIX 2

1

**PROPOSAL TO INTRODUCE A NEW QUALIFICATION or MAJOR**

Refer to the **Guide for Completing Proposals for Qualifications or Majors** for guidance on completing this form.

Title of qualification or major	Bachelor of Landscape Management (BLM)
Year of introduction	2026
Owner (Faculty/Unit)	ESD / SOLA
Round	Submission date
<b>One</b> (1 March 2025)	<b>Final LTC meeting of preceding year</b>
<b>Two</b> (1 May 2025)	<b>5 March 2025</b>
<b>Three (1 August 2025)</b>	<b>18 June 2025</b>

**Process**

1. Contact Patrick Coleman, Kaikōtūi | Academic Programme Partner, to advise you are beginning the proposal.
2. Work through the proposal using the **Guide for Completing Proposals for Qualifications or Majors**.
3. Complete all sections: A, B and C.
4. Obtain sign-off from first four parties listed in the table below. Refer to the Guide for signatory responsibilities.
5. Attach the approved Concept Proposal with this proposal when sending to the Kaikōtūi | Academic Programme Partner.
6. Send the completed proposal to Patrick Coleman, Kaikōtūi | Academic Programme Partner, prior to the LTC submission dates noted above.

	Name and/or E-signature	Date endorsed
<b>Proposer</b>	Andreas Wesener	20/01/2025
<b>Chair, Teaching Committee</b>	Roy Montgomery	5/3/2025
<b>Associate Dean Academic / Learning and Teaching, or equivalent</b>	Roy Montgomery	5/3/2025  Comment: Discussed extensively at FTC 18/2/2025 noting desirability of more management course offerings plus debate of degree title. Approved subsequently by recirculation to FTC members.
<b>Dean / Director</b>	Emma Stewart	5/3/2025

<b>Deputy Vice-Chancellor Māori, or nominee</b>	Sheree Jahnke-Waitoa	20/11/2024, and reconfirmed 01/04/2025
<b>Chair, Learning and Teaching Committee</b>	David Dannenberg	27/03/2025
<b>Chair, Academic Board</b>	Chad Hewitt (Acting Chair)	09/04/2025



## Bachelor of Landscape Management

### SECTION A

#### PURPOSE OF PROPOSAL

This proposal is to introduce a new 360-credit bachelor's degree, the Bachelor of Landscape Management (BLM) at Lincoln University | Te Whare Wānaka o Aoraki.

#### JUSTIFICATION

A New Zealand degree in landscape management has been requested by representatives from the public sector because of the need for this qualification. Landscape management, defined as “the regular upkeep of a landscape, so as to guide and harmonise changes which are brought about by social, economic and environmental processes”<sup>1</sup>, has been considered as highly important for sustainable land development, particularly in urban environments<sup>2</sup>. The proposed bachelor's degree provides an applied approach to the sustainable development of public open space and landscapes. Students will learn to manage and shape our landscapes and green open spaces in a context of dynamic socio-cultural and environmental processes. The degree combines skills and knowledge from landscape architecture and design, planning, ecology, horticulture, sociology, culture, and project management. It includes core and elective courses from multiple disciplines that allow students to explore individual pathways within the degree.

There are currently no undergraduate programmes of this kind in New Zealand or Australia, and the proposed programme would be unique in Oceania with some competition in Europe, North America and Southeast Asia. There are undergraduate landscape management programmes in Europe (e.g., Bachelor of Engineering, Landscaping and Landscape Management at University of Applied Sciences, Ostwestfalen-Lippe, Germany), there is one postgraduate programme in the UK (MA in Landscape Management, University of Sheffield). The University of Northern British Columbia, Canada, offers a BSc in Landscape Conservation and Management. The Technological and Higher Education Institute of Hong Kong offers a BSc (Honours) in Horticulture, Arboriculture and Landscape Management.

The programme aligns with Lincoln University's Strategy by responding to its specialist land-based orientation and the university's ambition to be a globally ranked top five land-based university. The programme could impact on the university's international ranking in a positive way, e.g. by attracting

<sup>1</sup> The European Landscape Convention (Florence, 2000). <https://www.landscapeinstitute.org/policy/13732-2/> <sup>2</sup> Jansson, M., & Lindgren, T. (2012). A review of the concept 'management' in relation to urban landscapes and green spaces: Toward a holistic understanding. *Urban Forestry & Urban Greening*, 11(2), 139-145. <https://doi.org/https://doi.org/10.1016/j.ufug.2012.01.004>



international students and providing opportunities for partnering with international institutions and industry partners. The proposed degree builds on existing land-based expertise in the following areas:

Landscape architecture & design  
 Culture & biculturalism / Te Ao Māori  
 Natural processes, soil & ecology  
 Planting & horticulture  
 Engineering & construction  
 Environmental analysis & GIS  
 Planning & Project Management  
 Parks, Recreation & Tourism

The degree appeals to new students who wish to contribute to the sustainable management of landscapes, experienced industry professionals who wish to upskill or change direction, as much as existing undergraduate students (at Lincoln or other universities) who would like to change their study direction or pathways. The programme is designed flexibly to accommodate two or more years of different undergraduate (cross-) credits. This flexibility allows pathway-changing students to complete the degree without losing much time (e.g. as an exit programme for existing landscape architecture students who change their focus from landscape design to management). The programme draws exclusively on existing core and elective courses, mainly offered by the Faculty of Environment, Society and Design, and some existing courses in other faculties. All existing courses are currently resourced, and the necessary expertise exists on campus. The degree corresponds to the University's research commitments, particularly Goal 4 of the Lincoln University Strategy 2019-2028, by providing a platform to postgraduate study and research degrees that address major challenges in the land-based sector. It will allow students to pursue postgraduate degrees at Lincoln University such as the Master of Landscape Architecture, the Master of Parks Management, or the Master of Environmental Policy and Management.

#### QUALIFICATION

This proposed qualification meets the CUAP definition for Bachelor's degrees under Section 5.1 of the CUAP Handbook.

#### ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION

The need for a New Zealand degree in landscape management has been prompted by the public sector. The School of Landscape Architecture was approached directly because of our acknowledged expertise in landscape architecture and design, and our ability to integrate other relevant disciplines and subjects such as ecology, horticulture, and culture including Te Ao Māori perspectives. In particular, there is a need for project managers and open space planners that have a good understanding of landscape design processes and the ongoing management of (built) landscapes. For example, the Christchurch City Council (CCC) regularly advertises for parks project managers, however, struggle to find qualified staff:

*"[...] a qualification like that would be hugely valuable because we need project managers and parks planners who have some understanding of the landscape design process but don't need to be brilliant at it"*

Email from Roslyn Kerr, CCC Parks, Programmes and Partnerships Manager

The Parks Leaders Forum supports the proposed degree by emphasising that the

*“parks sector includes a range of roles where such a qualification would be very relevant, particularly for project managers, of which there is often a shortage. The combination of topic areas, particularly ecology, horticulture, planning and project management, plus offering the flexibility of electives for students to follow their interests, is ideal for the parks context {...} We have every confidence that this degree will set up graduates very effectively for a career in parks or a related area. We add that we fully agree that degrees of this nature are sorely needed in Aotearoa New Zealand to ensure our landscapes are managed in a sustainable fashion.”*

In their letter of support, the Land Safety Forum (LSF) noted that

*“regional parks and public conservation land with easy access – for instance near urban areas and key transport routes – will see a growth in visitor numbers in the future. The skill set required to manage this change in visitor trends draws from landscape architecture, ecology, project management, heritage management and socio-cultural understanding. The proposed Bachelor of Landscape Management curriculum integrates these different skill sets into one comprehensive qualification.”*

It was indicated that other city councils would also be in favour of the degree as it responds to a widely acknowledged skill shortage. Private consultancies may also be in need of such a qualification. Thus, there is market demand from both public and private sectors. For this degree, a broader consultation has been approached:

Organisation	Who was consulted?	Response / Outcome
Lincoln University, Provost	Prof Chad Hewitt	10 September 2024 (email) Endorsed concept proposal
Faculty of Environment, Society and Design, Lincoln University (ESD)	Prof Tim Smith, Dean Prof Emma Stuart, Chair of Research Committee A/Prof Hamish Rennie, HoD, Department of Environmental Management Jess Rae, Academic Coordinator (undergraduate), School of Landscape Architecture	April – Oct 2024 (several meetings; email) ESD is supportive and provided excellent feedback on courses, and programme structure
Te Manutaki   Office of Māori and Pasifika Development, Lincoln University	Sheree Jahnke-Waitoa Kaiārahi Māori me Pasifika   Director	20 November 2024 (email) Supportive, noting “Absolutely support this kaupapa, as it speaks to the interest of Māori communities. Kia haumaruru te noho.”
Faculty of Agriculture and Life Sciences, Lincoln University (AGLS)	A/Prof Cor Vink, Associate Dean Learning and Teaching (contacted 31 October 2024, via email)	5 November 2024 (email) AGLS is supportive with some suggestions for adding electives or core courses (see below)
	A/Prof Adrian Patterson, Head of Department of Pest Management and Conservation, Examiner of ENSC 101	1 November 2024 (email)

	A/Prof Timothy Curran, Department of Pest-Management and Conservation, Examiner of ECOL 103	Supportive noting they would welcome BLM students to their respective courses
	Prof James Ross, Department of PestManagement and Conservation, Examiner of ECOL 302	6 November (email) Supportive
	A/Prof Carol Smith, Head of Department of Soil & Physical Sciences	4 November 2024 (email) Suggested adding ENSC 301 "Climate change and land use" and SOSC 223 "Physical Landscape: Formation and function" as electives or core courses
	A/Prof Peter Almond, Department of Soil & Physical Sciences, Examiner of SOSC 223	4 November 2024 (email) Suggesting adding SOSC 223 as a core course
Faculty of Agribusiness and Commerce, Lincoln University (AGCM)	Dr Mohini Vidwans, Associate Dean Learning & Teaching (contacted 9 October 2024, via email)	5 November 2024 (email) AGCM is supportive noting "the programme provides an applied approach to the sustainable development of public open space and landscapes, it'd be useful to include two AGCM courses BMGT315 Project Management and HORT271 Applied Amenity Horticulture."
	Dr Hafsa Ahmed, Department of Global Value Chains and Trade, Examiner of BMGT 315	28 October 2024 (email) Supportive noting that BMGT315 would be very useful for BLM students and add to the needs of the degree
	Jill Reader, Examiner of HORT 271	5 November 2024 (email) Supportive noting "I welcome the cross-faculty collaboration that inclusion of HORT 271 would bring to this proposed degree. Having HORT 271 as a core course makes perfect sense, with the knowledge/skills taught in this course making a useful contribution to overall goals of the new degree. I would be happy to have BLM students joining my course."
Christchurch City Council	Dr Roslyn Kerr, CCC Parks, Programmes and Partnerships Manager (several conversations between January and December 2024, via email)	June-July 2024 (email) Supportive and provided excellent feedback on courses, and programme structure
	Dr Antony Shadbolt, Team Leader Biodiversity (29 April & 19 June 2024, via email)	

Parks Leaders Forum (PLF)	Michael Ayrton, Ayrton Consulting, PLF, LSF  Dr Roslyn Kerr, CCC (14 October 2024 via email)	13 November 2024 (email) Supportive and provided excellent feedback: “The Parks Leaders Forum is excited to endorse the proposed Bachelor of Landscape Management. The parks sector includes a range of roles where such a qualification would be very relevant, particularly for project managers, of which there is often a shortage. The combination of topic
		areas, particularly ecology, horticulture, planning and project management, plus offering the flexibility of electives for students to follow their interests, is ideal for the parks context. We would also encourage students to take some of the parks, recreation or tourism courses as electives. We have every confidence that this degree will set up graduates very effectively for a career in parks or a related area. We add that we fully agree that degrees of this nature are sorely needed in Aotearoa New Zealand to ensure our landscapes are managed in a sustainable fashion.”
Land Safety Forum (LSF) Te Ope Tautiaki Whenua	Tania Seward Programme Lead - Land Safety Forum (20 November 2024, via email)	28 November 2024 (email) Supportive of the programme; provided letter of support.
Student Engagement, Lincoln University	Bree Underhill, Domestic Recruitment Manager (14 October 2024 via email)	30 October 2024 (meeting) Supportive, noting “The programme addresses a gap in the market, with support from some city councils needing graduates in this field. The programme sounds intriguing and relevant.” Provided constructive feedback regarding overlap with BLA and BEM, student appeal, job market. It was suggested changing the title to “Bachelor of Public Space and Landscape Management (BPSLM)”. This was discussed with various stakeholders. It was decided to keep the original title.

**TE TIRITI O WAITANGI**

Lincoln University is committed to meeting its obligations as defined by Te Tiriti o Waitangi. This is reflected in the University’s Māori Plan, which outlines the institution’s engagement with Māori at all levels (whānau, hapū and iwi), as well as defining key principles and objectives to develop opportunities to promote Māori ambitions and aspirations, such as in the areas of Mātauranga Māori and Pūtaiao Māori. Our proposed degree will align with several attributes in this plan:

*Attribute 1: Support and contribute to the Māori economy*



Lincoln University's focus on supporting and contributing to the Māori economy (Te Ōhanga Māori) acknowledges the vital and growing need for skilled Māori graduates. The proposed degree recognises the importance of Māori graduates to innovate and contribute to the Māori economy. Integrating Māori knowledge into teaching supports Ahu Whenua research through sustainable land management and community development, thereby growing the already significant contribution that Tākata Whenua makes to Aotearoa New Zealand's overall economic development.

*Attribute 2: Support and enhance engagement with relevant Māori communities to support student and staff aspirations.*

Landscape management has a sense of holism that involves care and stewardship for the land, resonating with concepts of kaitiakitanga. Engagement and partnerships with iwi and hāpu are increasingly important for many landscape initiatives under co-governance or iwi-led. The School of Landscape Architecture (SOLA) is fully committed to engage with Māori communities. This has been acknowledged by the 2023 NZILA Te Ao Māori accreditation review stating that "[t]here has been a considerable overall improvement in SOLA's demonstration of their commitment to Te Ao Māori."

*Attribute 3: Developing a culture of leadership amongst student and staff to support Māori and Lincoln University's aspirations*

We invite Māori leaders in their field of knowledge to contribute to our courses. For example, Mapihi MartinPaul (Te Arawa ki Ngāti Pikiao & Ngāi Tahu ki Ngāi Te Rūhikihiki) has joined our studio courses on a regular basis as a tutor and cultural advisor to answer questions around Māori & bicultural design goals and help with related design proposals. Mapihi is a former SOLA student and now Kaiwhiri – Te Hihiri / Strategic Advisor Māori at Boffa Miskell.

*Attribute 4: Implement a programme that contributes towards a bicultural campus.*

By integrating a Māori worldview into our proposed degree structure, and inviting Māori leaders to contribute, both staff and students will develop a profound understanding of how the management of landscapes intersects with culture, identity, and the well-being of future generations. The integration of Mātauranga Māori based concepts such as Mahinga kai as part of a landscape management learning and teaching approach provides a holistic learning experience that bridges indigenous wisdom with contemporary forms of teaching and learning. This collaborative approach strengthens the degree's foundation and provides a platform for intercultural exchange and understanding, benefiting all students and contributing to a more inclusive educational environment.

*Attribute 5: Contribute to the achievement of Māori research and learning outcomes*

Our commitment to the Treaty gets reflected in the proposed teaching schedule, which includes MAST 104 *Te Tiriti o Waitangi* as a core (mandatory) first-year course. One of the qualities of the proposed degree is its flexibility. Students are able to choose a total of ten elective courses. This provides ample opportunities to follow a distinct Te Ao Māori pathway, e.g. by selecting MAST 106 *Nga Tikanga Māori* in semester 2, and MAST 206 *Whakatakoto Kaupapa* in year two, semester 1. In addition, core and elective courses offered out of SOLA, include bicultural and/or Te Ao Māori content. Table 2 provides an overview.

Course	Bicultural and/or Te Ao Māori content
DESN 102 – Introduction to 3D Design ( <b>core</b> )	We walk around the city and students tell their story via images/sketches. We stop and talk about the cultural history of certain key areas, the river, and how to showcase the evolution of Ōtautahi through images/sketches. Students are encouraged to use their own cultural background to tell the story.

DESN 104 / LASC 613 – History of Design (elective)	<p>Taught thematically (rather than chronologically), focussing on topics such as ngā whāre/houses, ngā māra/gardens, para/waste, ngā kainga tāuira/model villages and utopias, maumahara/remembering. Each topic is explored in the context of Māori landscapes, as well as other indigenous traditions internationally, and western examples.</p> <ul style="list-style-type: none"> <li>• Māori representational techniques</li> <li>• Māori design practices related to kā mara and kā papa rehia</li> <li>• Design practices related to kā whare, kā kāinga tauira, oranga, maumahara</li> </ul>
LASC 206 – Landscape Planting Practice ( <b>core</b> )	Māori names used for native plants as their primary common name.
LASC 211 / DESN 697 – Planting Design and Management ( <b>core</b> )	Increased focus on Māori names and uses of plants: Plant booklet and plant knowledge (rongoa); Māori significance and uses of native plants.
LASC 215 / DESN 699 – Landscape Analysis, Planning and Design (elective)	Working with projects and sites that are culturally significant to Māori / increasing the cultural understanding of place.
LASC 216 – Site Design (elective)	Kaiapoi Mahinga Kai site design using Matauranga Māori principles (mahinga kai, maramataka)
LASC 217 – Design Details (elective)	Doing a deep dive into materials indigenous to NZ, looking at both indigenous applications and cutting edge uses that can be applied to design
LASC 218 – Landscape and Culture ( <b>core</b> )	<p>Using the Mahinga Kai studio project, students had to calculate the carbon footprint of the site and choose local materials. The aim of the project is to decolonise through decarbonisation.</p> <ul style="list-style-type: none"> <li>• Understanding cultural layers of the landscape</li> <li>• Understand the impacts of colonisation</li> <li>• Revising materials to reduce carbon footprint while maintaining cultural values</li> </ul>
DESN 301 / LASC613 – Design Theory (elective)	This course is taught thematically, exploring a range of 'big questions' about design, including Place, Time, Emotion and Experience. Bicultural examples are used wherever possible, drawing on a number of award winning and exemplar projects such as ngā Whāriki along the Ōtākaro, Rangiriri Pā, Ātea a Rangi Star Compass.
LASC 393 – Practicum: Applied Landscape Practice (elective)	Rongoa Māori designs from 2022 LASC 216 course are refined and built on site by the students.

**Table 2.** SOLA courses (2024) with bicultural and/or Te Ao Māori content offered as core or elective courses in the proposed BLM degree

## GOALS OF THE PROGRAMME

### *What the programme aims to achieve*

The BLM aims to produce graduates with an in-depth knowledge of sustainable development and management of public open space and landscapes. The programme focuses on the management of landscapes and green open spaces in a context of dynamic socio-cultural and environmental processes within an overarching framework of sustainability principles in land, systems, and community. The programme is designed to progressively develop knowledge and skills from landscape architecture and design, planning, ecology, horticulture, sociology, culture, and project management from introductory to advanced levels.

Graduates will be able to undertake a wide range of landscape management roles across the public and private sector. A key aim of the programme is to enable students to integrate knowledge and skills from different disciplines to help solve complex problems in a wide range of landscape contexts including urban, peri-urban, rural and wilderness.

#### *Academic rationale and coherence*

In Aotearoa New Zealand we need to ensure that our landscapes are managed in a sustainable fashion. There are many challenges for landscapes (and ongoing opportunities) in an increasingly dynamic context, e.g. related to climate change. Aotearoa New Zealand needs knowledgeable graduates able to manage complex landscape projects and propose innovative solutions that address challenges and opportunities connected to dynamic landscape systems. Graduates need to understand the planning, design, and management of landscapes as much as underpinning scientific knowledge and socio-cultural values. The BLM provides a core suite of courses in landscape design, communication & theory, culture & biculturalism / Te Ao Māori, natural processes & ecology, planting & horticulture, engineering & construction and planning & project management that will provide students with a solid base level of knowledge. Associated courses are based across the three university faculties offering students a wide range of learning & teaching formats and experiences. The programme is delivered through various forms of learning and teaching and includes a practical work requirement that helps graduates to be work ready. Students will gain strong critical thinking skills and understand the fundamentals of scientific methods and analysis, design and planning processes, ecological and cultural values. Finally, students can choose from a comprehensive selection of existing elective courses that supplement the core and provide complementary and specialised subject knowledge and associated skillsets. The combination and integration of core and elective (soft core) subjects will produce versatile graduates that fit a range of professional roles within the wider area of landscape management.

#### *Connection with Lincoln University research*

Lincoln University has a long and proud history of facilitating learning and growth through excellent research, building multi-disciplinary research expertise with industry, and fostering meaningful and productive partnerships and collaborations nationally and internationally. The University has a proud 130-year history of teaching students about working with New Zealand's natural resources and landscapes. Lincoln University boasts a complement of world-class academics who are leaders in the relevant core disciplinary areas including landscape architecture, Māori studies, soil science, ecology, planting and horticulture, engineering & construction, environmental analysis & GIS, planning, project management, parks, recreation & tourism. Students will be exposed to world class research in respective fields and benefit from a wide range of interdisciplinary expertise. The BLM will create interest in postgraduate study and research degrees that address major challenges in the land-based sector. It will allow students to pursue postgraduate degrees at Lincoln University such as the Master of Landscape Architecture, the Master of Parks Management, or the Master of Environmental Policy and Management.

#### **OUTCOME STATEMENT**

The Bachelor of Landscape Management is intended to lead to professional specialist employment in the public and private sector. Graduates will have the theoretical, technical, and professional skills to work – independently and as part of a team – on projects regarding the development, management, and maintenance of landscapes and (public) open spaces. These roles require a comprehensive understanding of complex and dynamic socio-cultural and environmental processes. Graduates will acquire interdisciplinary skills and knowledge from various areas including landscape architecture, planning, ecology, horticulture, culture, and project management. Typical roles will be related to landscape management, development and maintenance projects including public space and parks planning and management. However, other roles, including those focused on ecology, culture, recreation or tourism are potential avenues depending on the electives chosen.

## GRADUATE PROFILE AND GRADUATE PROFILE COURSE MAP

The graduate attributes of the programme are recorded below, together with their mapping to the Lincoln University Graduate Attributes (employable and grounded, culturally competent, sustainability, and research capable).

Graduates of this programme will be able to:

### Knowledge

- K1. Understand and apply the science, methods and principles related to physical landscapes [Employable and grounded]
- K2. Understand and apply landscape design & construction methods, communication, theory and history [Employable and grounded]
- K3. Understand and apply social and cultural processes including Te Tiriti o Waitangi, and Kaupapa Māori approaches [Culturally competent] [Employable and grounded]
- K4. Understand and apply theory and principles in planning and project management [Employable and grounded]
- K5. Understand and apply principles of planting and horticulture [Employable and grounded]
- K6. Understand and apply theory and principles of recreation and tourism [Employable and grounded] Sustainability

### Skills

- S1. Locate, analyse, evaluate and synthesise information from a wide range of sources required for decision making in landscape management [Research capable] [Employable and grounded]
- S2. Apply key methods, tools and techniques to develop appropriate approaches to landscape management and communicate them effectively and appropriately to different audiences [Research capable] [Employable and grounded]
- S3. Demonstrate cultural competency relevant to landscape management [Culturally competent]

### Values

- V1. Recognise the contribution of multiple knowledges, including the value of Indigenous knowledges, within landscape management [Culturally competent]
- V2. Express familiarity with the diversity of the practice of landscape management including the need to commit to professional ethics, codes of conduct, protocols and procedures [Employable and grounded]
- V3. Express a commitment to landscape sustainability [Sustainability]

Bachelor of Landscape Management	Core																	Soft-core																																	
	Year 1						Year 2					Year 3			Year 1 – choose at least 30 credits of										Year 2 – choose at least 45 credits of										Year 3 – choose at least 75 credits of																
	ENSC 101	MAST 104	DESN 103	DESN 102	ENGN 106	ECOL 103	LASC 211	HORT 271	LASC 206	LASC 218	ERST 205	ERST 340	BMGT 315	ECOL 302	DESN101	HORT 107	SOCI 116	LINC 101	PHSC 101	SOSC 106	DESN 104	MAST 106	TOUR 101	LASC 215	LASC 217	MAST 206	ERST 202	FORS 270	LASC 216	MGMT 214	ERST 201	SOCI 214	LINC 201	BMGT 221	COMM 204	SOSC 223	TOUR 202	LASC 321	LASC 316	LASC 393	MAST 3XY	FORS 312	REC 341	TOUR 303	TOUR 304	DESN 301	LASC 312	LASC 322	ENSC 301	MGMT 216	
Graduates of this programme will be able to																																																			
Understand and apply the science, methods and principles related to physical landscapes	X					X								X				X	X	X									X				X		X	X					X				X						
Understand and apply landscape design & construction methods, communication, theory and history			X	X	X		X		X	X					X						X				X	X				X								X	X	X					X	X	X				
Understand and apply social and cultural processes including Te Tiriti o Waitangi, and Kaupapa Māori approaches		X								X							X	X			X	X					X						X	X		X				X				X							
Understand and apply theory and principles in planning and project management											X	X	X													X					X		X		X															X	
Understand and apply principles of planting and horticulture							X	X	X							X													X		X											X				X				X	
Understand and apply theory and principles of recreation and tourism																							X																		X		X	X	X						
Locate, analyse, evaluate and synthesise information from a wide range of sources required for decision making in landscape management	X	X			X	X	X			X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X			X	X	X	X	X	X	X	X			
Apply key methods, tools and techniques to develop appropriate approaches to landscape management and communicate them effectively and appropriately to different audiences			X	X	X		X	X	X	X	X	X	X		X	X					X				X	X	X		X	X	X		X		X	X		X	X		X	X		X	X	X	X				

Bachelor of Landscape Management	Core																Soft-core																																	
	Year 1						Year 2					Year 3			Year 1 – choose at least 30 credits of								Year 2 – choose at least 45 credits of										Year 3 – choose at least 75 credits of																	
	ENSC 101	MAST 104	DESN 103	DESN 102	ENGN 106	ECOL 103	LASC 211	HORT 271	LASC 206	LASC 218	ERST 205	ERST 340	BMGT 315	ECOL 302	DESN101	HORT 107	SOCI 116	LINC 101	PHSC 101	SOSC 106	DESN 104	MAST 106	TOUR 101	LASC 215	LASC 217	MAST 206	ERST 202	FORS 270	LASC 216	MGMT 214	ERST 201	SOCI 214	LINC 201	BMGT 221	COMM 204	SOSC 223	TOUR 202	LASC 321	LASC 316	LASC 393	MAST 3XY	FORS 312	RECN 341	TOUR 303	TOUR 304	DESN 301	LASC 312	LASC 322	ENSC 301	MGMT 216
Graduates of this programme will be able to																																																		
Demonstrate cultural competency relevant to landscape management		X							X								X	X			X	X					X		X												X									
Recognise the contribution of multiple knowledges, including the value of Indigenous knowledges, within landscape management	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X			X	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X
Express familiarity with the diversity of the practice of landscape management including the need to commit to professional ethics, codes of conduct, protocols and procedures		X	X		X			X	X			X			X	X		X							X	X			X	X	X				X	X		X												
Express a commitment to landscape sustainability	X				X	X			X		X		X				X	X		X		X		X										X		X		X		X		X	X	X	X	X	X	X		

**PROGRAMME OVERVIEW**

The Bachelor of Landscape Management (BLM) is a three-year bachelor's degree with 120 credits (eight courses) for each year of full-time study. The programme is designed to progressively develop interdisciplinary knowledge and skills from introductory to advanced level. Students must pass all core courses and a minimum number of soft-core courses as indicated in Table 1; of these, students must complete a minimum of 30 credits at 100 level, 45 credits at 200 level, and 75 credits at 300 level. All courses presented in Table 1 are pre-existing and already taught at Lincoln University.

There are compulsory work placements. During the three years, students are expected to complete:

- No less than three weeks in an approved office-based professional practice or department (public or private) with a focus on Landscape Management
- No less than three weeks in an approved aspect of landscape implementation

**Table 1. Proposed BLM schedule, years 1-3**

All courses are worth 15 credits unless otherwise specified

Year 1, sem1	Year 1, sem2
ENSC 101 Introduction to Earth and Ecological Sciences	DESN 102 Introduction to 3D Design
MAST 104 Te Tiriti o Waitangi	ENGN 106 Land Surfaces, Water and Structures
DESN 103 Visual Communication	ECOL 103 Ecology I: New Zealand Ecology and Conservation
<b>Select 15 credits from:</b> DESN 101 Digital Tools for Design HORT 107 Introduction to Horticulture LINC 101 Land, People and Economies PHSC 101 Chemistry 1A SOCI 116 Society, Culture and Environment TOUR 101 Introduction to Tourism	<b>Select 15 credits from:</b> DESN 104 History of Design and Culture MAST 106 Ngā Tikanga Māori SOSC 106 Soil Science I
Year 2, sem1	Year 2, sem2
LASC 211 Planting Design and Management	LASC 206 Landscape Planting Practice
HORT 271 Applied Amenity Horticulture	LASC 218 Landscape and Culture
	ERST 205 Principles of Urban and Regional Planning

<b>Select 30 credits from:</b> BMGT 221 Organisation and Human Resource Management ERST 202 Environmental Analysis with Geographic Information Systems FORS 270 Applied Agroforestry LASC 215 Landscape Analysis, Planning and Design (30 credits) LASC 217 Design Details MAST 206 Whakatakoto Kaupapa (Māori Planning and Development) MGMT 214 Horticultural Systems	<b>Select 15 credits from:</b> COMM 204 Sustainability Analysis and Action ERST 201 Environmental Analysis LASC 216 Site Design LINC 201 Sustainable Futures SOCI 214 The Living City SOSC 223 Physical Landscapes: Formation and Function TOUR 202 Sustainable Tourism Systems
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Year 3, sem1	Year 3, sem2
ERST 340 Environmental Planning	BMGT 315 Project Planning and Management
	ECOL 302 Applied Ecology and Conservation
<b>Select 45 credits from:</b> FORS 312 Agroforestry Systems LASC 316 Innovative Design LASC 321 Urban Design LASC 393 Practicum: Applied Landscape Practice RECN 341 Recreation and Tourism in Protected Natural Areas TOUR 304 Heritage Interpretation for Tourism and Recreation	<b>Select 30 credits from:</b> DESN 301 Design Theory ENSC 301 Climate Change and Land Use LASC 312 Landscape Ecology LASC 322 Sustainable Design and Planning (30 credits) MAST 3XY Māori and Indigenous Tourism TOUR 303 Sustainable Tourism Planning and Management MGMT 216 Horticultural Management Analysis

Legend (core courses disciplinary areas)	
	Landscape design & communication
	Cultural / Te Ao Māori
	Natural processes & ecology
	Planting & horticulture
	Engineering & construction
	Planning & Project Management

#### PROPOSED REGULATIONS

Insert into the Bachelor's Degrees section of the LU academic calendar (from p.256 in the 2024 calendar)

#### Bachelor of Landscape Management B.L.M.

1. A candidate for the degree of Bachelor of Landscape Management shall follow a course of study that complies with the regulations for the equivalent of six semesters of full-time study.
2. The courses of examination for the degree of Bachelor of Landscape Management are set out in the schedule to these regulations. Unless deemed otherwise by the Academic Board, the prerequisites, restrictions and recommended preparations set out in the schedule will apply.



3. To qualify for the Bachelor of Landscape Management, a candidate shall pass a minimum of 360 credits from Schedule A to these regulations.

4. The personal course of study of any candidate shall comprise up to 60 credits in any semester, provided that the Academic Board may, if it thinks fit, approve a course comprising more than 60 credits. A course comprising more than 75 credits may be approved by the Board in exceptional circumstances only. In a particular case, the Academic Board may approve a course of study for a candidate that does not conform in every detail to the requirements set out in these regulations or in the schedule to these regulations.

5. (1) A candidate who has been credited with passes in courses from any university or other place of learning which are substantially equivalent in subject matter and standard to courses in the schedules may credit towards the Bachelor of Landscape Management such courses, and at such levels, as the Academic Board may determine.

(2) A candidate who has achieved sufficient standard at level 3 of the New Zealand National Certificate of Educational Achievement, in an approved subject may, subject to the approval of the Academic Board, be exempted from one or more of the 100-level courses of Schedule A. Such a candidate may enrol in one or more 200-level courses without having passed the appropriate prerequisite to that course provided that:

- (a) there shall be no relaxation to the requirements of Regulation 3, save for any exemption(s) for the Schedule A courses; and
- (b) a candidate who is credited with a 200-level course shall not thereafter be credited with any prerequisite to that course; and
- (c) a candidate who fails the 200-level course but, in the opinion of the examiners, attains the standard of a pass in a prerequisite to that course shall be given such credit as the Academic Board may determine.

6. These Regulations come into effect from 01 January 2026.

<b>Schedule A</b>	
<b>100-level</b>	
ENSC 101	Introduction to Earth and Ecological Sciences
MAST 104	Te Tiriti o Waitangi
DESN 103	Visual Communication
DESN 102	Introduction to 3D Design
ENGN 106	Land Surfaces, Water and Structures
ECOL 103	Ecology I: New Zealand Ecology and Conservation
<b>Plus 30 credits from</b>	
DESN 101	Digital Tools for Design
HORT 107	Introduction to Horticulture
SOCI 116	Society, Culture and Environment
LINC 101	Land, People and Economies
PHSC 101	Chemistry IA
DESN 104	History of Design
SOSC 106	Soil Science I
MAST 106	Nga Tikanga Māori (Māori Cultural Studies)
TOUR 101	Introduction to Tourism
<b>200-level</b>	
LASC 211	Planting Design and Management
HORT 271	Applied Amenity Horticulture

LASC 206	Landscape Planting Practice
LASC 218	Landscape and Culture
ERST 205	Principles of urban and regional planning
<b>Plus 45 credits from</b>	
LASC 215 (30 credits)	Landscape Analysis, Planning and Design
LASC 217	Design Details
MAST 206	Whakatakoto Kaupapa (Maori Planning and Development)
FORS 270	Applied Agroforestry
ERST 202	Environmental Analysis with Geographic Information Systems
LASC 216	Site Design
MGMT 214	Horticultural Systems
ERST 201	Environmental Analysis
SOCI 214	The Living City
LINC 201	Sustainable Futures
SOSC 223	Physical Landscapes: formation and function
COMM 204	Sustainability Analysis and Actions
BMGT 221	Organisation and Human Resource Management
TOUR 202	Sustainable Tourism Systems
<b>300-level</b>	
ERST 340	Environmental Planning
BMGT 315	Project Planning and Management
ECOL 302	Applied Ecology and Conservation
<b>Plus 75 credits of</b>	
LASC 321	Urban Design
LASC 316	Innovative Design (A)
LASC 393	Practicum: Applied Landscape Practice
FORS 312	Agroforestry Systems
RECN 341	Recreation and Tourism in Protected Natural Areas
TOUR 304	Heritage Interpretation for Tourism and Recreation
DESN 301	Design Theory
LASC 312	Landscape Ecology
LASC 322 (30 credits)	Sustainable Design and Planning
ENSC 301	Climate Change and Land Use
TOUR 303	Sustainable Tourism Planning and Management
MAST 3XY	Māori and Indigenous Tourism
MGMT 216	Horticultural Management Analysis

### Practical Work Regulations for Bachelor of Landscape Management

- Before graduating, a student shall complete a minimum of 6 weeks (with a minimum of 37.5 hours per week) of Practical Work (outside of the teaching semesters) which should be undertaken as:
  - No less than three weeks in an approved office-based professional practice or department (public or private) with a focus on Landscape Management

- No less than three weeks in an approved aspect of landscape implementation
2. Students are required to submit two satisfactory Practical Work reports to the Practical Work Coordinator in the year they complete the work period.
  3. An employer form verifying the work period also needs to be submitted with the report. The guidelines for the report and the employer forms are contained in the BLM Practical Work Handbook.
  4. With approval from the Academic Board, up to 50% of the practical work requirement may be completed overseas.
  5. The Academic Board may modify the application of these regulations in particular cases, provided a formal request to exercise discretion is submitted in writing to the Academic Board or delegated authority.

### **Graduation deadline**

Students wishing to graduate in May in any year must submit confirmation of completed practical work required under these regulations by the preceding 20 February.

### **PROPOSED TEACHING/DELIVERY METHODS**

Lincoln University's in-person course deliveries include a range of lectures, tutorials, studios, seminars, group projects, laboratories, and field trips. Some courses offer blended learning or online learning options.

Courses will be taught by academic staff who are research-active and may incorporate guest lecturers from industry and community. Learning resources will be made available via the Lincoln University intranet resource Akoraka | Learn, and may include videos, written resources, lessons, quizzes, worked examples, discussion forums, and recordings of class sessions.

### **PRESCRIPTIONS FOR NEW COURSES**

#### **MAST 3XY Māori and Indigenous Tourism**

Examines the roles of Māori and indigenous people in tourism planning, development and management and explores the concept of indigenous tourism management and ethics involved in indigenous tourism.

### **ASSESSMENT AND MODERATION PROCEDURES**

Assessment of all courses contributing to the Bachelor of Landscape Management will conform to the requirements of Lincoln University's Assessment Policy set out in Lincoln University's Policy Library. Courses will be assessed through a range of formative and summative assessment methods including case study analysis, tests, reports, projects, assignments, laboratories, presentations, and final exams. All course outlines, internal assessment items, and final examinations will be moderated via the faculty moderation process. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

### **RESOURCES**

The Bachelor of Landscape management includes solely courses already being taught at Lincoln University, no extra resourcing is required.

**PLANS FOR MONITORING PROGRAMME**

Each course in the programme is reviewed at the Faculty Academic Preparation and Pathways Examiner's meeting, convened by the Associate Dean (Academic/Learning and Teaching), where the student numbers, pass rate, and results are compared to historical grades. These results are then reviewed, along with the student's overall academic progress, at the University Examiner's Meeting convened by the Academic Administration Committee (AAC).

Student satisfaction and feedback is obtained through course evaluations undertaken each semester the course is offered, and reviewed by the Examiner, Head of School/Programme, and Dean. The course evaluations also provide information about teaching quality. Student feedback is also received through the Course Representative programme managed by the Lincoln University Students' Association.

Lincoln University regularly reviews qualifications on an annual basis to monitor their performance and quality. These reviews are undertaken using data acquired from student questionnaires and feedback, student progression and assessment data, feedback from staff engaged in the programme, and from other stakeholders.

**REVIEW OF THE PROGRAMME**

The Bachelor of Landscape Management will conform to the University's regular review cycle.

Internal Academic Programme Reflections consider student EFTS and demographics, the relevance of the Graduate Profile, proposed changes, any action points addressed from the previous review, programme initiatives, and student feedback. Qualification Reviews are structured reviews of academic programmes against terms of reference and involve internal and external panels that evaluate and recommend improvements to the programme in the context of its learning aims, objectives and outcomes, and its role within the University's academic portfolio.

**STATEMENT RE SECTION B**

Section B has been prepared and will be made available to CUAP on request.

**(a) EFTS value**

3.0

**(b) A statement regarding funding**

N/A

**(c) Information about the Agreement**

No agreement

**SECTION B**

**LEARNING AIMS AND OUTCOMES FOR EACH NEW COURSE** N/A  
(no new courses)

**STUDENT WORKLOAD, TERMS REQUIREMENTS AND ASSESSMENT PROCEDURES FOR EACH NEW COURSE** N/A  
(no new courses)

**AVAILABILITY OF TEACHING AND SUPPORT STAFF** Refer  
to “Resources” in Section A.

**AVAILABILITY OF TEACHING SPACE AND OTHER REQUIRED FACILITIES (E.G. LABORATORY, ETC.)** The  
programme will be able to be delivered using existing teaching spaces.

**AVAILABILITY OF LIBRARY RESOURCES**

Existing library resources are adequate, along with a variety of online resources.

**TIMETABLING ARRANGEMENTS**

Normal Lincoln University timetable arrangements for undergraduate degree courses will apply.

**THE REQUIRED EXTRACTS FROM ANY MEMORANDUM OF UNDERSTANDING AGREED WITH ANOTHER NEW ZEALAND UNIVERSITY OR OVERSEAS PROVIDER IN RESPECT OF A JOINTLY-TAUGHT OR JOINTLY-AWARDED QUALIFICATION (SEE SECTION 13 OF THE CUAP HANDBOOK).** N/A

## SECTION C

### TEACHING/TUTORIAL/LABORATORY HOURS PER WEEK

Tuition/Teaching (FTE) weeks per year	30
Vacation Weeks	6
<b>Total Gross Weeks</b>	36
Teaching hours per week	20
Work Experience / Practical Work hours per week	0
Self-Directed Learning hours per week	20
<b>Total Learning hours per week</b> ( <i>this cannot exceed 40 hours</i> )	40
Duration of qualification	3 years

### OUTCOME STATEMENT

The Bachelor of Landscape Management is intended to lead to professional specialist employment in the public and private sector. Graduates will have the theoretical, technical, and professional skills to work – independently and as part of a team – on projects regarding the development, management, and maintenance of landscapes and (public) open spaces. These roles require a comprehensive understanding of complex and dynamic socio-cultural and environmental processes. Graduates will acquire interdisciplinary skills and knowledge from various areas including landscape architecture, planning, ecology, horticulture, culture, and project management. Typical roles will be related to landscape management, development and maintenance projects including public space and parks planning and management. However, other roles, including those focused on ecology, culture, recreation or tourism are potential avenues depending on the electives chosen.

**BRIEF CONTENTS**

The Bachelor of Landscape Management (BLM) is a three-year bachelor's degree with 120 credits (eight courses) each year of full-time study. The programme is designed to progressively develop interdisciplinary knowledge and skills from introductory to advanced level.

**BRIEF ASSESSMENT MODE/S**

Assessment of all courses contributing to the Bachelor of Landscape Management will conform to the requirements of Lincoln University's Assessment Policy set out in Lincoln University's Policy Library. Courses will be assessed through a range of formative and summative assessment methods including case study analysis, tests, reports, projects, assignments, laboratories, presentations, and final exams.

**NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE**

059999 Agriculture, Environmental and Related Studies not elsewhere classified

(LINCOLN UNIVERSITY ONLY)

**ACADEMIC DRESS REQUIREMENTS:** Chartreuse Yellow BCC 213



## CONCEPT PROPOSAL FOR NEW PROGRAMME OR MAJOR

- This template is to elicit sufficient information for the Provost to endorse the preparation of a full CUAP proposal.
- The template is to be completed by the Dean/Director and should provide a viability assessment of introducing a new programme or major.
- Following endorsement by the Provost, the full CUAP proposal may be developed.
- The completed template will accompany the CUAP proposal to Academic Board and to Council.

TITLE OF NEW PROGRAMME OR MAJOR	
Bachelor of Landscape Management (BLM)	
NAME OF FACULTY / DIVISION	
ESD / SOLA	
MARKET ASSESSMENT / DEMAND	
Please assess the proposed new programme / major against the market assessment criteria below.	
Acceptability	<p><b>How will the programme appeal to prospective students?</b></p> <p>The proposed programme appeals to prospective students who wish to contribute to the sustainable development and management of land. This will be the only landscape management undergraduate qualification in New Zealand and across Oceania.</p> <p>Landscape management, defined as “the regular upkeep of a landscape, so as to guide and harmonise changes which are brought about by social, economic and environmental processes” (Council of Europe, 2000), has been considered as highly important for sustainable land development, particularly in urban environments (James et al., 2009; Jansson &amp; Lindgren, 2012).</p>

### Aegrotat Policy and Procedure



















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	<p>Students will learn to manage and shape our landscapes and green open spaces in a context of dynamic socio-cultural and environmental processes. The programme provides an applied approach to the sustainable development of public open space and landscapes. It combines skills and knowledge from landscape architecture and design, planning, ecology, horticulture, sociology, culture, and project management. It includes core and elective courses from multiple disciplines that allow students to explore individual pathways within the degree.</p> <p>While the programme appeals to new students, it will also attract industry professionals who wish to upskill or change direction, as much as existing undergraduate students (at Lincoln or other universities) who'd like to change study pathways. The programme is designed flexibly to accommodate two or more years of different undergraduate (cross-) credits. This flexibility allows pathwaychanging students to complete the degree without losing much time (e.g. as an exit programme for existing landscape architecture students who change their focus from landscape design to management).</p> <p><b>What evidence is there of market demand?</b></p> <p>The need for a New Zealand degree in landscape management has been prompted by representatives from Christchurch City Council (CCC) and Hamilton City Council because of their awareness of the need for this qualification in the sector. In particular, there is a need for project managers and open space planners <i>that</i> have a good understanding of landscape design processes <i>and</i> the management side of it. For example, CCC regularly advertises for parks project managers, however, struggle to find qualified staff. It was indicated to us that landscaping companies may also be in need for such a qualification. Thus, there is reported market demand from both public and private sectors.</p> <p><b>How will the programme appeal to and have support from external stakeholders / industry?</b></p> <p>The programme has been requested by external stakeholders: "[...] a qualification like that would be hugely valuable because we need project managers and parks planners who have some understanding of the landscape design process but don't need to be brilliant at it" (CCC Parks, Programmes and Partnerships Manager). It was indicated that other city councils would also be in need of the degree as it responds to a widely acknowledged skill shortage. The School of Landscape Architecture was approached directly because of our acknowledged expertise in landscape architecture and design, and our ability to integrate other relevant disciplines and subjects such as ecology, horticulture, and culture including Te Ao Māori perspectives.</p>
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	<p><b>Will the programme lead to employment outcomes at the right level?</b></p> <p>Yes. External stakeholders have indicated that a degree at Bachelor level is what is currently missing and most in need. It will allow students to pursue further postgraduate study at Lincoln University, e.g. the NZILA-accredited Masters in Landscape Architecture, the Masters in Parks Management, or the Masters in Environmental Management.</p>
<b>Accessibility</b>	<p><b>By what means will future students be able to access the teaching and learning opportunities?</b></p> <p>The programme will be offered as a campus-based full- or part-time option. Some courses might become available online depending on the (future) availability of asynchronous online formats.</p>
	<p><b>How will this programme be delivered?</b></p> <p>The programme will be delivered on-campus, face-to-face. Some courses might become available online depending on the (future) availability of asynchronous online formats.</p>
<b>Accreditation</b>	<p><b>Does the programme have the potential to be accredited formally? If so, with whom?</b></p> <p>We are not aware of any bodies who would accredit the programme but will keep in this in mind as a potential future opportunity.</p>
	<p><b>Could it impact our international ranking and student barometers?</b></p> <p>The programme could impact on the university's international ranking in a positive way, e.g. by attracting international students and providing opportunities for partnering with international institutions and industry partners.</p>
<b>Affordability</b>	<p><b>Where does the programme sit in the market in terms of cost, with respect to our current portfolio?</b></p> <p>The fees are comparable to other 3-year Bachelor programmes and would likely sit between the Bachelor of Environmental Management (\$7196 p.a.) and the Bachelor of Landscape Architecture (\$7947 p.a.).</p>
	<p><b>What are the costs of teaching and delivery?</b></p> <p>The programme draws on existing core and elective courses, mainly SOLA and ESD, and some existing courses in other faculties. We already have permanent staff with substantial expertise, so there is no need to employ further staff.</p>

	<p><b>What is the projected profitability of this programme?</b></p> <p>The projected profitability is high; there are no additional costs created by running this programme.</p>
<b>Appropriate</b>	<p><b>How does this new programme align with the Lincoln University Strategy 2019-2028, and the Vision: To be a globally ranked top five land-based university, unlocking the power of the land to enhance lives and grow the future?</b></p> <p>The programme aligns with Lincoln University's specialist land-based orientation and the university's ambition to be a globally ranked top five land-based university. It builds up on existing land-based expertise in the following areas:</p> <p>Landscape architecture &amp; design History, culture &amp; biculturalism / Māori Studies Natural processes, soil &amp; ecology Planting, forestry &amp; horticulture Engineering &amp; construction Environmental analysis &amp; GIS Planning &amp; Project Management Parks, Recreation &amp; Tourism Society &amp; Environment</p>
<b>Programme Comparability</b>	<p><b>Provide an assessment of how this programme compares to similar programmes offered by other institutions.</b></p> <p>There are currently no undergraduate programmes of this kind in New Zealand or Australia. The proposed programme would be unique in Oceania with some competition in Europe, North America and Southeast Asia. There are undergraduate landscape management programmes in Europe (e.g., Bachelor of Engineering, Landscaping and Landscape Management at University of Applied Sciences, Ostwestfalen-Lippe, Germany), there is one postgraduate programme in the UK (MA in Landscape Management, University of Sheffield). The University of Northern British Columbia, Canada, offers a BSc in Landscape Conservation and Management. The Technological and Higher Education Institute of Hong Kong offers a BSc (Honours) in Horticulture, Arboriculture and Landscape Management.</p>
<b>Resourcing</b>	<p><b>Please note any implications for existing and additional resources (staff, facilities, equipment, online development) needed to ensure the high quality of the proposed programme / major.</b></p> <p>All existing courses are currently resourced, and the necessary expertise exists on campus.</p>
<b>Predicted EFTS</b>	<p>In the initial year, we would see this programme attracting around 10 students, rising to 20 – 30 once the programme becomes</p>

	<p>established. Based on our understanding of the market, we would anticipate:</p> <p>5 – 10 EFTs of existing domestic students who'd like to change pathways</p> <p>5 – 10 EFTs of domestic new students</p> <p>5 – 10 EFTs of international students</p>																																												
Other	<p><b>BLM draft schedule, years 1-3</b></p> <table> <tr> <th>Year 1, sem1</th><th>Year 1, sem2</th></tr> <tr> <td><b>ENSC 101</b> Introduction to Earth and Ecological Sciences</td><td><b>DESN 102</b> Introduction to 3D Design</td></tr> <tr> <td><b>MAST 104</b> Te Tiriti o Waitangi</td><td><b>ENGN 106</b> Land Surfaces, Water and Structures</td></tr> <tr> <td><b>DESN 103</b> Visual Communication</td><td><b>ECOL 103</b> Ecology I: New Zealand Ecology and Conservation</td></tr> <tr> <td><b>Elective1</b> (e.g. <b>DESN 101</b>; HORT 107; SOCI 116; LINC 101)</td><td><b>Elective2</b> (e.g. <b>DESN 104</b>; SOSC 106; MAST 106)</td></tr> <tr> <th>Year 2, sem1</th><th>Year 2, sem2</th></tr> <tr> <td><b>LASC 211</b> Planting Design and Management</td><td><b>LASC 206</b> Landscape Planting Practice</td></tr> <tr> <td><b>HORT 271</b> Applied Amenity Horticulture</td><td><b>LASC 218</b> Landscape and Culture</td></tr> <tr> <td><b>Elective3</b> (e.g. <b>LASC 215</b>; <b>LASC217</b>; MAST 206; FORS 270; ERST 202)</td><td><b>ERST 205</b> Principles of urban and regional planning</td></tr> <tr> <td><b>Elective4</b> (e.g. <b>LASC 215</b>; <b>LASC217</b>; MAST 206; FORS 270; ERST 202)</td><td><b>Elective5</b> (e.g. <b>LASC 216</b>; MGMT 216; ERST 201; SOCI 214; LINC 201)</td></tr> <tr> <th>Year 3, sem1</th><th>Year 3, sem2</th></tr> <tr> <td><b>ERST340</b> Environmental Planning</td><td><b>BMGT 315</b> Project Planning and Management</td></tr> <tr> <td><b>Elective6</b> (e.g. <b>LASC 321</b>; <b>LASC 316</b>; <b>LASC 393</b>; FORS 312; RECN 341; TOUR 304)</td><td><b>ECOL 302</b> Applied Ecology and Conservation</td></tr> <tr> <td><b>Elective7</b> (e.g. <b>LASC 321</b>; <b>LASC 316</b>; <b>LASC 393</b>; FORS 312; RECN 341; TOUR 304)</td><td><b>Elective9</b> (e.g. <b>DESN 301</b>; <b>LASC 312</b>; <b>LASC 322</b>)</td></tr> <tr> <td><b>Elective8</b> (e.g. <b>LASC 321</b>; <b>LASC 316</b>; <b>LASC 393</b>; FORS 312; RECN 341; TOUR 304)</td><td><b>Elective10</b> (e.g. <b>DESN 301</b>; <b>LASC 312</b>; <b>LASC 322</b>)</td></tr> <tr> <th colspan="2">Legend (core courses topic areas)</th></tr> <tr> <td></td><td>Landscape design, communication &amp; theory</td></tr> <tr> <td></td><td>Culture &amp; biculturalism / Te Ao Māori</td></tr> <tr> <td></td><td>Natural processes &amp; ecology</td></tr> <tr> <td></td><td>Planting &amp; horticulture</td></tr> <tr> <td></td><td>Engineering &amp; construction</td></tr> <tr> <td></td><td>Planning &amp; Project Management</td></tr> </table>	Year 1, sem1	Year 1, sem2	<b>ENSC 101</b> Introduction to Earth and Ecological Sciences	<b>DESN 102</b> Introduction to 3D Design	<b>MAST 104</b> Te Tiriti o Waitangi	<b>ENGN 106</b> Land Surfaces, Water and Structures	<b>DESN 103</b> Visual Communication	<b>ECOL 103</b> Ecology I: New Zealand Ecology and Conservation	<b>Elective1</b> (e.g. <b>DESN 101</b> ; HORT 107; SOCI 116; LINC 101)	<b>Elective2</b> (e.g. <b>DESN 104</b> ; SOSC 106; MAST 106)	Year 2, sem1	Year 2, sem2	<b>LASC 211</b> Planting Design and Management	<b>LASC 206</b> Landscape Planting Practice	<b>HORT 271</b> Applied Amenity Horticulture	<b>LASC 218</b> Landscape and Culture	<b>Elective3</b> (e.g. <b>LASC 215</b> ; <b>LASC217</b> ; MAST 206; FORS 270; ERST 202)	<b>ERST 205</b> Principles of urban and regional planning	<b>Elective4</b> (e.g. <b>LASC 215</b> ; <b>LASC217</b> ; MAST 206; FORS 270; ERST 202)	<b>Elective5</b> (e.g. <b>LASC 216</b> ; MGMT 216; ERST 201; SOCI 214; LINC 201)	Year 3, sem1	Year 3, sem2	<b>ERST340</b> Environmental Planning	<b>BMGT 315</b> Project Planning and Management	<b>Elective6</b> (e.g. <b>LASC 321</b> ; <b>LASC 316</b> ; <b>LASC 393</b> ; FORS 312; RECN 341; TOUR 304)	<b>ECOL 302</b> Applied Ecology and Conservation	<b>Elective7</b> (e.g. <b>LASC 321</b> ; <b>LASC 316</b> ; <b>LASC 393</b> ; FORS 312; RECN 341; TOUR 304)	<b>Elective9</b> (e.g. <b>DESN 301</b> ; <b>LASC 312</b> ; <b>LASC 322</b> )	<b>Elective8</b> (e.g. <b>LASC 321</b> ; <b>LASC 316</b> ; <b>LASC 393</b> ; FORS 312; RECN 341; TOUR 304)	<b>Elective10</b> (e.g. <b>DESN 301</b> ; <b>LASC 312</b> ; <b>LASC 322</b> )	Legend (core courses topic areas)			Landscape design, communication & theory		Culture & biculturalism / Te Ao Māori		Natural processes & ecology		Planting & horticulture		Engineering & construction		Planning & Project Management
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**ENDORSEMENT FROM THE PROVOST**

**Name of Dean / Director** Prof Tim Smith

**Signature** 

**Provost: Prof Chad Hewitt**.....



**Date: 10 Sept 2024**.....



## CONCEPT PROPOSAL FOR NEW PROGRAMME OR MAJOR

### Section B

**What was the basis of the initiative? Was it instigated from an external stakeholder, Graduating Year Review, + other?**

A New Zealand degree in landscape management has been requested by representatives from the public sector because of the need for this qualification. The School of Landscape Architecture was approached directly because of our acknowledged expertise in landscape architecture and design, and our ability to integrate other relevant disciplines and subjects such as ecology, horticulture, and culture including Te Ao Māori perspectives.

**What market analysis or insights have you achieved through engagement with International and Domestic recruitment, + other.**

We have achieved our insights through the engagement with various stakeholders (including Student Engagement, Lincoln University). External stakeholders have indicated that a degree at Bachelor level is what is currently missing and most in need. It will allow students to pursue further postgraduate study at Lincoln University. The feedback we received indicated an urgent need for project managers and open space planners that have a good understanding of landscape design processes and the ongoing management of landscapes. We believe that the proposed degree will help to fill the current gap and provide excellent career opportunities for graduates.

**Provide an estimate of student numbers for the next three years, across each year, taking into account attrition.**

Domestic	2026	2027	2028
Year 1	10	15	20
Year 2	-	9	14
Year 3	-	-	8

<b>International</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Year 1	2	5	10
Year 2		1	4
Year 3			1

We believe articulation agreements with our ELLS partners would be attractive in the landscape management field, and hence a critical mechanism to build international students.

### TEC National Priorities

Indicate alignment with TEC's national priorities:

**Qualification Code:** (i.e. NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE) aligns to TEC national priorities:

- 059999 Agriculture, Environmental and Related Studies not elsewhere classified

### Course alignment:

<b>TEC National Priorities</b>	<b>Core (14 courses)</b>	<b>% of Core Courses in alignment with priorities</b>	<b>Soft Core range (36 courses)</b>	<b>% of Courses in alignment with priorities</b>
01 - Agriculture, Horticulture, Forestry -	4 courses	26%	0 – 4	4 – 8 (17%-33%)
06 – Computing -	0 courses	0	0	0
11 - Engineering, Technology -	1 course	7%	0	1 (4%)
18 – Science -	2 courses	14%	0 – 3	2 – 5 (8% - 21%)
39 - Specialist Large Animal Science -	0 courses	0	0	0
<b>TOTAL</b>	<b>7 courses</b>	<b>50%</b>	<b>0 – 7 courses</b>	<b>7 – 14 (29% - 58%)</b>


A gross calculation would suggest a domestic EFT would earn between 14,347 and 17,910 per annum depending on course selection (over the three years \$43,347 - \$53,731/ student).

## LU Strategy

Indicate alignment with agriculture, agribusiness, environment, conservation, tourism, recreation, Maori, Pathways, Research

<b>LU Sector Priorities</b>	<b>Core (14 courses)</b>	<b>% of Core Courses in alignment with priorities</b>	<b>Soft Core Courses (36 courses)</b>	<b>% of Soft Core Courses in alignment with priorities</b>
Agriculture	1 course	7%	3	8%
Agribusiness	0 courses	0	0	0
Environment & Conservation	9 courses	64%	20	56%
Tourism & Recreation	0 courses	0	5	14%
Maori	1 course	7%	3	8%
<b>TOTAL</b>	<b>11 courses</b>	<b>79%</b>	<b>31 courses</b>	<b>86%</b>

The qualification code (059999 Agriculture, Environmental and Related Studies not elsewhere) aligns to two of the LU stated sector priorities: Agriculture/Environment & Conservation.

Signed:  Interim Dean: Emma J Stewart	Date: 10/4/2025
Signed:       Provost	Date:



## APPENDIX 3

## PROPOSAL TO INTRODUCE A NEW QUALIFICATION or MAJOR (CUAP)

Refer to the **Guide for Completing Proposals for Qualifications or Majors** for guidance how to complete this template.

Title of qualification or major	Postgraduate Certificate in Academic Practice
Year of introduction	2025
Owner (Faculty/Unit)	Te Tuawhiti   Pathways and Quality

Round	Submission date
<b>One</b> (1 March 2025)	<b>Final LTC meeting of preceding year</b>
<b>Two</b> (1 May 2025)	<b>5 March 2025</b>
<b>Three</b> (1 August 2025)	<b>18 June 2025</b>

### Process

1. Contact Patrick Coleman, Kaikōtūi | Academic Programme Partner, to advise you are beginning the proposal.
2. Work through the proposal using the **Guide for Completing Proposals for Qualifications or Majors**.
3. Complete all sections: A, B and C.
4. Obtain sign-off from first four parties listed in the table below. Refer to the Guide for signatory responsibilities.
5. Attach the approved Concept Proposal with this proposal when sending to the Kaikōtūi | Academic Programme Partner.
6. Send the completed proposal to Patrick Coleman, Kaikōtūi | Academic Programme Partner, prior to the LTC submission dates noted above.

	Name and/or E-signature	Date endorsed
<b>Proposer</b>	Megan Clayton for Te Tuawhiti	27 February 2025
<b>Chair, Teaching Committee</b>	Daryl Streat	4 March 2025
<b>Associate Dean Academic / Learning and Teaching, or equivalent</b>	N/A	
<b>Dean / Director</b>	Megan Clayton (noting possible Col as proposer)	5 March 2025
<b>Deputy Vice-Chancellor Māori, or nominee</b>	Merata Kawharu	31/03/2025
<b>Chair, Learning and Teaching Committee</b>	David Dannenberg	1/04/2025
<b>Chair, Academic Board</b>	C Hewitt (Acting Chair)	09/04/2025



## Postgraduate Certificate in Academic Practice

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### SECTION A

#### PURPOSE OF PROPOSAL

This proposal is to introduce a new 60-credit Postgraduate Certificate in Academic Practice at Lincoln University | Te Whare Wānaka o Aoraki for new and continuing academic staff and postgraduate research students.

#### JUSTIFICATION

The higher education sector faces rising challenges in both Aotearoa New Zealand and abroad. These include fiscal constraints and the societal expectation that universities will deliver job-ready graduates while undertaking impactful research of direct relevance to a productive economy. The proposed programme will prepare its graduates to plan and develop their own academic careers in this challenging environment.

Lincoln University's Strategy Midpoint 2024-28 affirms its purpose to facilitate excellent research and education as a specialist university focused on the land-based sectors. Its strategic intent includes teaching and learning in a research-rich environment. Around 50 percent of Lincoln University's students are postgraduate students, and the university's fourth strategic goal, *World-class research and teaching with impact*, includes actions to coordinate and enhance both taught and research postgraduate programmes.

The university's third strategic goal, *A culture which stimulates and inspires all staff and students*, includes actions to support sustainable growth, such as increased access to teaching assistants and tutors, and active management of early career staff progression. This takes place in the context of the first strategic goal, *A distinctive, Aotearoa New Zealand, end-to-end student experience*, which aims to provide an experience for all students that is enriching and successful.

The proposed postgraduate certificate supports the development of effective academic practice for two groups. The first is early-career and other academic staff, including teaching assistants and tutors. The second is postgraduate research students intending on an academic career. The programme's outcomes enhance the ability of all graduates to participate successfully in the academic life of the university, while preparing them for future academic practice. While engaging with academic practice in the specialist context of Lincoln University, students of the programme will develop the contextual skills to continue their careers locally, nationally and internationally.



The programme looks to models from the United Kingdom<sup>1</sup> which provide an introduction to higher education teaching, academic practice within and across disciplines, and the higher education contexts in which students will study and work. While programme structures in the UK models vary, they include honouring the social commitments of the students' institutional setting. In the Aotearoa New Zealand context this includes Te Tiriti o Waitangi.

Lincoln University's small size and the distributed nature of its expertise in academic practice mean that students of the programme will be able to learn from researchers, and practitioner-experts from across the university.

#### **QUALIFICATION**

This proposed qualification meets the CUAP definition for Postgraduate Certificate under Section 5.1 of the CUAP Handbook.

#### **ACCEPTABILITY OF THE PROGRAMME AND CONSULTATION**

The proposed programme positions academic practice in the Lincoln University context of a specialist university focused on the land-based sectors. From this contextual base the programme develops the skills to enable graduates to apply knowledge of academic practice in other settings, including other institutions. It draws on technical experts and experienced academic practitioners for coordination and delivery.

A concept proposal for the proposed programme was workshopped with the Faculty Deans and Director of Postgraduate Research at the university's Academic Programme Strategic Advisory Group. Subsequent iterations of the proposal were returned to the Group who provided further feedback.

Specific feedback from individual faculties was provided by the Deans. This included recommending:

- a broad introductory qualification covering academic practice
- both disciplinary and cross-disciplinary inquiry within the qualification
- academic practitioners who could support the delivery of the qualification.

A draft of the proposal was shared with representatives from the Lincoln University Students' Association, who were invited to provide comment. Student representatives on the university teaching committees, including its Learning and Teaching Committee, were also able to provide comment and feedback as part of the consultation.

The Director, Learning, Teaching and Library, the Acting Manager, Centre for Learning and Teaching and the Teaching Quality Team (now the Manager, Learning and Teaching Excellence and the Teaching Enhancement Team) provided feedback on the concept and the developing proposal across 2023 and 2024. Significant adaptive changes were made as a result of this comprehensive feedback. These included

- changing the focus of the programme from tertiary teaching to academic practice, to differentiate the programme from those of other institutions
- crafting the graduate attributes to indicate readiness for future learning
- adapting the delivery model to support integration with the professional development programmes of Learning and Teaching Excellence (formerly the Centre for Learning and Teaching)

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<sup>1</sup> These include the University of Liverpool, University of the Arts London, University of Edinburgh, City University of London, Queen Mary Academic University of London, University of York, University of Glasgow, University of Wolverhampton and University of Dundee.

- aligning the learning outcomes with the skills and knowledge of earlier-career teachers
- modifying the programme structure to allow for scheduled incorporation of asynchronous learning opportunities and credentialed recognition of existing professional development
- including programme requirements to support learners to continue to develop their teaching practice (the 'teaching toolkit') through their programme of study
- aligning the graduate profile with the university's Sustainability Plan and relevant initiatives within Learning, Teaching and Library.

The Director, Pathways and Quality, met with all staff of Learning, Teaching and Library to discuss the proposal and receive further feedback on its aims and structure. This included refining descriptions of the competencies associated with the course aims and learning outcomes, adding further detail to the programme overview to show available enrolment and completion pathways and explicitly linking existing professional development with learning and assessment.

The Director and the Kātuarehe Team Lead of Te Manutaki, the Office of Māori and Pasifika Development, provided feedback on the proposal draft. This affirmed the capacity of the programme to be integrated with the Whanake Ake programme for academic staff, and Te Manutaki's support of Māori and Pasifika research students.

The Faculty Associate Deans of Learning and Teaching provided ongoing feedback on the development and progress of the proposal in its successive versions, including structure, wording and considerations for delivery and implementation. Changes were made to proposal wording and the admission pathway for staff was clarified as a result of this consultation. A copy of the proposal was also shared with the Associate Deans of Research for comment.

The Research Management Office provided research publication information to substantiate the cross-disciplinary components of the proposal and provide assurance of the knowledge base, in the form of research outputs, to support a qualification in academic practice at the university.

The Deputy Director, Academic Preparation and Pathways, Te Tuawhiti, commented on the timing of programme content and the focus and wording of the proposal. Members of the teaching committee of Academic Preparation and Pathways, Te Tuawhiti, gave further feedback to support plain-language wording.

This proposal was circulated to all the Teaching Committees of the university for review as part of the development process. Feedback from the teaching committees was used to make editorial changes clarifying graduate attributes, and learning outcomes associated with research and service. The teaching committees also recommended that completion of the programme be included with exemplars associated with academic promotion. The Faculty of Agribusiness and Commerce Teaching Committee recommended early career academics take a role in programme governance.

An outline and subsequent copies of the programme and its proposal were shared with the Deputy Vice-Chancellor, Academic at the University of Canterbury | Te Whare Wānanga o Waitaha and the Dean, Learning and Teaching at the University of Otago | Otākou Whakaihu Waka. Feedback received included commentary on the structure of the programme and the importance of incorporating the voices of mana whenua. This was taken into account when finalising the programme structure.

The Provost and the Director, Postgraduate Research provided strategic updates on the intended Lincoln University Postgraduate Initiative to ensure alignment of the proposed programme with the future structure. Changes were made to learning outcomes to clarify the ways in which the programme will prepare graduates for university service.

The Provost, the Director, Pathways and Quality and the Director, Postgraduate Research consulted with the Director, Student Administration and Student Health to ensure that the structure of the programme would support part-time enrolment and the requirements to ensure international postgraduate research students could enrol. The Manager, Admissions and Enrolment, gave feedback which was used to clarify admission regulations.

A copy of the proposal was shared with the Manager Domestic Recruitment and the Director International Recruitment. The Manager noted the value of the proposed programme in developing capacity to meet university strategic goals and contributing positively to the current challenges in the wider tertiary sector.

#### TE TIRITI O WAITANGI

Through its Charter of Understanding | He Tūtohunga Whakamātau with Te Taumutu Rūnanga, Lincoln University expresses its commitment to Ngāi Te Ruahikihiki as mana whenua. Students in the proposed programme will engage with this relationship with mana whenua through an introduction to experiential learning including at Taumutu and on Te Waihora.

*Ka tipu, ka rea, ka whanake ake te rākau mātauraka.* Through its Whanake Ake initiative to recruit and develop early career Māori academics, Lincoln University is strengthening its Māori base in order to uphold its commitments under Te Tiriti o Waitangi. This proposed programme will complement, and be able to integrate with, Whanake Ake, in which completing Māori PhD students are employed as academics. Participants in Whanake Ake will be supported to enrol in the programme as part of their work and development plan.

Lincoln University is committed to the goals of its Māori Plan, which include *Contribute to the achievement of Māori research and learning outcomes*. The academic coordinator will work closely with Te Manutaki to ensure ongoing alignment of the programme with Māori academic development programmes within Lincoln University and nationally, including Piki Ake and Te Kei (Universities New Zealand). Māori research students who enrol in the programme will thus have the opportunity to develop their academic practice in preparation for future targeted learning and development opportunities.

An understanding of Te Tiriti o Waitangi for researchers and educators will be embedded in the proposed programme, as will the application of indigenous perspectives to academic practice. This will ensure that graduates can apply this knowledge in the local and national context while also being ready to take their understanding to international settings.

#### GOALS OF THE PROGRAMME

The programme has two overarching goals. The first is to provide credentialed professional development for early-career academic staff and research students. The second is to enhance the quality of academic practice across the university and align it with the Lincoln University graduate attributes. These goals are consistent with the university's fourth strategic goal, *World-class research and teaching with impact*.

Lincoln University's academic community produces disciplinary and cross-disciplinary academic publications in academic practice. These include collaboration with academic developers and other technical experts from the Teaching Enhancement team in Learning and Teaching Excellence. In addition, key stakeholders including the Director, Postgraduate Research, Director, Learning, Teaching and Library and Director, Pathways and Quality work and train others in the local, national and international contexts of academic practice in higher education.

This combination of scholarship, expertise in development and training and inter/national contextual knowledge provides a scholarly and technical grounding for this qualification in the Lincoln University context. Lincoln University's small size means that the proposed programme can be coordinated across the university as a whole and draw on a wide range of expertise.

The programme will be located in Te Tuawhiti | Pathways and Quality, which will provide academic coordination and qualification administration as the home academic unit. Academic staff in Academic Preparation and Pathways (part of Te Tuawhiti) are experienced in the development of pathway programmes for all levels of study and the creation of short programmes of study and development. The academic coordinator(s) will work closely with the contributing staff from across the university for delivery.

The Director, Pathways and Quality will facilitate whole-of-institution governance of the programme through the Lincoln University Academic Programme Strategy Advisory Group and via ongoing engagement with representatives from interested groups (including graduates of the programme) and subject matter experts across the university.

#### OUTCOME STATEMENT

Graduates of the Postgraduate Certificate in Academic Practice will be ready to

- work effectively in higher education
- incorporate indigenous perspectives
- create course content and assessment
- apply principles of sustainability to their academic practice teach sustainably
- plan their future academic practice

#### GRADUATE PROFILE AND GRADUATE PROFILE COURSE MAP

The graduate attributes of the programme are recorded below, together with their mapping to the Lincoln University Graduate Attributes (employable and grounded, culturally competent, sustainability and research capable).

Graduates of this programme will be able to

K1 Apply knowledge of local, national and global higher education contexts to individual academic practice [Employable and grounded, Culturally competent]

K2 Identify administrative requirements for compliant application in academic practice [Employable and grounded]

S1 Create course content and assessment that is constructively aligned [Research capable]

S2 Teach competently and in response to evaluative feedback [Employable and grounded]

S3 Critically plan future inquiry into academic practice [Research capable]

V1 Apply principles of sustainability to academic practice [Sustainability]

V2 Incorporate indigenous perspectives and commitments, including Te Tiriti o Waitangi, into academic practice [Culturally competent]

Postgraduate Certificate in Academic Practice	LUAC601 Higher education in context	LUAC602 Attributes, competencies and values	LUAC603 Course design and management	LUAC604 Assessment design and management	LUAC605 Future academic practice	LUAC606 Practicum
Graduates of this programme will be able to						
Apply knowledge of local, national and global higher education contexts to individual academic practice	•	•			•	
Identify administrative requirements for compliant application in academic practice	•	•	•	•		
Create course content and assessment that is constructively aligned			•	•		
Teach competently and in response to evaluative feedback		•		•		•
Critically plan future inquiry into academic practice		•			•	•
Apply principles of sustainability to academic practice		•	•	•		•
Incorporate indigenous perspectives and commitments, including Te Tiriti o Waitangi, into academic practice	•	•	•	•	•	•

#### **PROGRAMME OVERVIEW**

Students must fulfil the requirements for entry associated with a Postgraduate Certificate at Lincoln University, including the endorsement of the relevant manager or supervisor(s). Endorsement includes a commitment that students are able to complete the practicum. This will normally be either through their ordinary employment or, for Lincoln University research students, through fixed-term employment as an assistant lecturer, teaching assistant or tutor, which may be negotiated with the relevant faculty.

The programme is offered on a part-time basis over a minimum of 12 months, with no more than two 10-credit courses to be taken in each semester of enrolment. The practicum is the final capstone course of the programme. Students must complete the first four courses of the programme before enrolling in the practicum, which can be taken concurrently with, or following, the fifth course. A practicum will be available each semester for eligible students.

Students who have previously completed (within the previous two years) any professional development workshops at Lincoln University associated with course assessment within the programme may apply for a partial waiver of assessment for the relevant course.

While individual courses may be taken as Certificates of Proficiency, students will normally be expected to enrol in the qualification as a whole and complete within 12 to 24 months, part-time. Intakes commence in the second semester of each academic year. Alternative start dates (first semester and summer school) will be offered subject to workforce planning in the faculties and student demand.

#### **PROPOSED REGULATIONS**

##### **Postgraduate Certificates**

Postgraduate Certificate in Academic Practice  
P.G.Cert.Acad.Prac.

1. In these regulations, the term 'Postgraduate Certificate' means the Postgraduate Certificate in Applied Science, the Postgraduate Certificate in Commerce, the Postgraduate Certificate in Environmental Management, the Postgraduate Certificate in Informatics, the Postgraduate Certificate in International Rural Development, the Postgraduate Certificate in Land and Society, the Postgraduate Certificate in Landscape Studies, the Postgraduate Certificate in Parks, Recreation and Tourism, and the Postgraduate Certificate in Academic Practice.

2. Before entry to a course of study for a Postgraduate Certificate, every candidate shall have:

- (1) (a) qualified for the award of an appropriate degree of an accredited higher education institution in New Zealand; or
- (b) been admitted with equivalent status (ad eundem statum) as entitled to proceed to a Postgraduate Certificate; and
- (2) been approved as a candidate for a Postgraduate Certificate by the Vice-Chancellor.

(a) Candidates for entry to the Postgraduate Certificate in Academic Practice should normally be either



- i) an employee of a higher education institution or
- ii) an enrolled research student of a higher education institution

and must have the endorsement of either their

- i) Head of Department/Manager and Dean/Director (for employees) or
- ii) supervisors and Director, Postgraduate Research (for research students)

that they are able to complete the programme, including the practicum, in order to apply for entry, including to complete the practicum.

3. Every candidate for a postgraduate certificate shall follow a course of study for not less than one full-time semester equivalent and shall pass the appropriate examinations.

4. (1) The course of study of every candidate for a Postgraduate Certificate shall be subject to the approval of the Academic Board.

Note: The criterion for approval is the coherence of the course of study.

(2) The course of study for a Postgraduate Certificate shall comprise 60 credits at the 600-level.

(3) The courses of examination are set out in the schedule to these regulations.

5. A candidate who completes the course of study for a Postgraduate Certificate with outstanding merit may be awarded the certificate with distinction.\*

6. This qualification adheres to the General Course and Examination Regulations for Credits and Exemptions.

\*excluding the Postgraduate Certificate in Academic Practice

### **Schedule to the Regulations for Postgraduate Certificates**

#### **Part VI: Postgraduate Certificate in Academic Practice**

The courses of examination for the Postgraduate Certificate in Academic Practice are:

- LUAC601 Higher education in context (10 credits)
- LUAC602 Attributes, competencies and values (10 credits)
- LUAC603 Course design and management (10 credits)
- LUAC604 Assessment design and management (10 credits)
- LUAC605 Future academic practice (10 credits)
- LUAC606 Practicum (10 credits)

#### **PROPOSED TEACHING/DELIVERY METHODS**

Courses will be delivered through a mix of in-person and asynchronous learning. This will include seminar workshops, both half-day and full-day, experiential learning activities on the Lincoln University campus and in the wider takiwā of Ngāi Te Ruahikihiki, and self-directed learning which may be completed

asynchronously online. The practicum will be undertaken in conjunction with the ordinary teaching activities of each student's academic department.

#### **PRESCRIPTIONS FOR NEW COURSES**

LUAC601 Higher education in context

A critical introduction to the national and global contexts of contemporary academic practice.

LUAC602 Attributes, competencies and values

The how and the why of academic practice: working with attributes and values for competence and confidence in teaching, service and research.

LUAC603 Course design and management

An introduction to planning, designing, delivering and managing an academic course.

LUAC604 Assessment design and management

Design and management of course assessment, from envisioning to marking.

LUAC605 Future academic practice

Preparing for future academic practice: inquiry, planning and future developments.

LUAC606 Practicum

Applying a teaching toolkit, working with colleagues and supervised delivery.

#### **ASSESSMENT AND MODERATION PROCEDURES**

The programme is internally assessed using a variety of methods including completion of workshops, presentations, reflective writing, brief literature reviews, short research essays, peer observations and supervised teaching practice. Each student will compile an Education Portfolio as their summative output for the Practicum, which is the capstone course. Assessments and courses will be graded on a pass/fail basis and will be moderated in accordance with Lincoln University procedures. The final summative assessment will be moderated at programme level.

#### **RESOURCES**

Lincoln University has the physical and technology-based resources to deliver this programme. Staff will be drawn from across the university and the programme will be coordinated from Te Tuawhiti | Pathways and Quality. Course materials will be managed in conjunction with Library Services through the acquisition of e-resources and other materials available through the university's licensing agreements.

Fees will be set via the university's fee-setting process; however, it is anticipated that the programme will be offered fees-free for eligible students.

Courses will be subject to enrolment minima and maxima to ensure appropriate resourcing. The sequencing of the first four courses may vary depending on enrolment, and, with the exception of the practicum, not all courses may be available each semester.

Intakes will normally commence in the second semester of each year, with the qualification completed within 12 or 24 months.

Annual delivery exemplar

Semester 2	Summer School (subject to demand)	Semester 1
LUAC601	LUAC603	LUAC603
LUAC602	LUAC604	LUAC604
LUAC605 (from 2027)	LUAC605 (from 2027)	LUAC605
LUAC606 (from 2027)	LUAC606 (from 2027)	LUAC606

## 12-month completion

Semester 2	Summer School	Semester 1
LUAC601	LUAC603	LUAC605
LUAC602	LUAC604	LUAC606

## 18-month completion (1)

Semester 2	Semester 1	Semester 2
LUAC601	LUAC603	LUAC605
LUAC602	LUAC604	LUAC606

## 18-month completion (2)

Semester 2	Summer School	Semester 1	Semester 2
LUAC601	LUAC603	LUAC605	LUAC606
LUAC602	LUAC604		

## 24-month completion

Semester 2	Summer School	Semester 1	Semester 2	Summer School	Semester 1
LUAC601	LUAC603	LUAC604	LUAC602	LUAC605	LUAC606

As the programme will primarily be marketed to Lincoln University staff and students, internal communication channels such as the university intranet, email distribution lists and faculty newsletters will provide marketing support.

**PLANS FOR MONITORING PROGRAMME**

Course outlines and assessment are moderated via the university moderation process. The moderation process includes a review of the suitability of the assessment for the level and learning outcomes of the course, as well as a review of the readability of the assessment information.

Student satisfaction and feedback is obtained through course evaluations undertaken each semester the course is offered, and reviewed by the Examiner, Academic Coordinator, and Director. The course evaluations also provide information about teaching quality. Student feedback is also received through the Course Representative programme managed by the Lincoln University Students' Association.

Each course in the programme is reviewed at a Faculty/Academic Preparation and Pathways Examiners' meeting, convened by an Associate Dean Academic / Learning and Teaching, or nominee, where the student numbers, pass rate, and results are compared to historical grades. These results are then reviewed, along with the student's overall academic progress, at the University Examinations' Meeting convened by the Academic Administration Committee (AAC).

#### **REVIEW OF THE PROGRAMME**

The proposed programme will be subject to a Graduating Year Review (GYR). It will also be added to Lincoln University's (internal) Annual Programme Reflection schedule and cyclical (external) Qualification Review schedule.

The annual Academic Programme Reflections consider student EFTS and demographics, the relevance of the Graduate Profile, proposed changes, any action points addressed from the previous review, programme initiatives, and student feedback.

Qualification Reviews are structured reviews of academic programmes against terms of reference and involve internal and external panels that evaluate and recommend improvements to the programme in the context of its learning aims, objectives and outcomes, and its role within the University's academic portfolio.

#### **STATEMENT RE SECTION B**

Section B has been prepared and will be made available to CUAP on request.

##### **(a) EFTS value**

0.5 EFTS

##### **(b) A statement regarding funding**

This programme meets the criteria to be fully funded at the postgraduate level

##### **(c) Information about the Agreement**

No agreement.

## SECTION B

### LEARNING AIMS AND OUTCOMES FOR EACH NEW COURSE

#### **LUAC601 Higher education in context**

A critical introduction to the national and global contexts of contemporary academic practice.

Course aims:

- A1. To introduce higher education settings and contexts at an institutional, national and global level
- A2. To develop critical and cultural competence in interpreting and navigating these contexts

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Apply knowledge of university systems and the role of the academic to global higher education
- LO2. Recognise relationships with indigenous communities in contemporary academic practice
- LO3. Interpret institutional strategies and plans in higher education
- LO4. Identify structural features of a national higher education environment

#### **LUAC602 Attributes, competencies and values**

The how and the why of academic practice: working with attributes and values for competence and confidence in teaching, service and research.

Course aims:

- A1. To introduce foundational competencies in academic practice for teaching, service and research
- A2. To prepare educators to engage with attributes and values of an institution as part of academic practice

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Apply foundational competencies, including cultural competence, in a higher education setting
- LO2. Apply an institutional sustainability plan to academic practice
- LO3. Interpret outcomes for graduates and their implications for education
- LO4. Explain the role of the researcher and the research-teaching relationship in academic practice

#### **LUAC603 Course design and management**

An introduction to planning, designing, delivering and managing an academic course.

Course aims:

- A1. To introduce key competencies in course design
- A2. To facilitate collaboration in course design and management

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Plan course design for new and existing courses
- LO2. Collaborate with peers for effective course design
- LO3. Effectively use a teaching toolkit for course delivery
- LO4. Sustainably manage workload for course delivery

#### **LUAC604 Assessment design and management**

Design and management of course assessment, from envisioning to marking.

Course aims:

- A1. To develop skills in design of assessment that is constructively aligned
- A2. To support the delivery of assessment that is sustainable, compliant and supported by technology

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Select appropriate assessment forms for design and delivery
- LO2. Practise constructive alignment in the design of assessment
- LO3. Constructively moderate the assessment of peers
- LO4. Apply effective and consistent marking processes

#### **LUAC605 Future academic practice**

Preparing for future academic practice: inquiry, planning and future developments.

Course aims:

- A1. To introduce future enablers and disruptors for academic practice
- A2. To enable self-evaluation and the development of future inquiry into academic practice

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Identify educational and technological trends and their implications for future academic practice
- LO2. Find collaborators for inquiry into academic practice
- LO3. Identify credible pedagogical research for discipline-based inquiry
- LO4. Plan a sustainable inquiry into academic practice

#### **LUAC606 Practicum**

Applying a teaching toolkit, working with colleagues and supervised delivery.

Course aims:

- A1. To equip a teaching toolkit for facilitation of learning in higher education
- A2. To develop strategies for engaging learners, collaborating with colleagues and receiving feedback

Learning outcomes

Upon successful completion of this course, students will be able to:

- LO1. Apply pedagogical knowledge to facilitation of learning in their discipline
- LO2. Engage learners in a variety of instructional settings
- LO3. Collaborate with colleagues for teaching and facilitation of learning
- LO4. Apply constructive feedback from teaching observations

#### **STUDENT WORKLOAD, TERMS REQUIREMENTS AND ASSESSMENT PROCEDURES FOR EACH NEW COURSE**

Student workload will be allocated through in-person instruction, directed and self-directed learning and completion of assessment. Assessment information will be published in the Course Outlines and via course pages on the Learning Management System Akoraka | Learn, in accordance with university requirements.

#### **AVAILABILITY OF TEACHING AND SUPPORT STAFF**

Academic coordination and administration will be provided from Te Tuawhiti | Pathways and Quality, supported by a planned academic appointment and existing teaching staff. Foundational competencies in teaching, courses and assessment will be delivered by staff in Learning and Teaching Excellence. Other academic and service staff of the university will provide guest lectures and short-term teaching across the programme.

#### **AVAILABILITY OF TEACHING SPACE AND OTHER REQUIRED FACILITIES (E.G. LABORATORY, ETC.)**

Teaching space and other facilities will be allocated by the Timetable Office in accordance with university procedures.

#### **AVAILABILITY OF LIBRARY RESOURCES**

Lincoln University's Learning, Teaching and Library | Te Whare Pūrākau will work with the academic coordinator to grow the resource collection in order to support this programme. Resources for the programme will principally be e-resources consistent with current Library guidelines, with any future purchases and licences subject to alignment with purchasing and licensing policies. Where possible, resources will be open access consistent with university policy.

#### **TIMETABLING ARRANGEMENTS**

Normal Lincoln University timetable arrangements for postgraduate degree courses will apply.

**THE REQUIRED EXTRACTS FROM ANY MEMORANDUM OF UNDERSTANDING AGREED WITH ANOTHER NEW ZEALAND UNIVERSITY OR OVERSEAS PROVIDER IN RESPECT OF A JOINTLY-TAUGHT OR JOINTLY-AWARDED QUALIFICATION (SEE SECTION 13 OF THE CUAP HANDBOOK).**

Not applicable

## SECTION C

Once the programme has been approved by CUAP, the information below is added to the Tertiary Education Commission's database for funding purposes and for promulgation to related databases of the Ministry of Education and NZQA for public reference and qualification searches.

### TEACHING/TUTORIAL/LABORATORY HOURS PER WEEK

Tuition/Teaching (FTE) weeks per year	12
Vacation Weeks (FTE)	3
<b>Total Gross Weeks</b>	<b>15</b>
Teaching hours per week (FTE)	12
Work Experience / Practical Work hours per week	4
Self-Directed Learning hours per week (FTE)	24
<b>Total Learning hours per week</b> ( <i>this cannot exceed 40 hours</i> )	<b>40</b>
Duration of qualification, e.g., 1 year, 3 years. etc	15 weeks FTE Minimum 12 months part-time

### OUTCOME STATEMENT

Graduates of the Postgraduate Certificate in Academic Practice will be ready to undertake sustainable higher education teaching in context, to create course content and assessment and to critically and sustainably plan their future academic practice, including the incorporation of indigenous perspectives.

### BRIEF CONTENTS

LUAC601 Higher education in context

A critical introduction to the national and global contexts of contemporary academic practice.

LUAC602 Attributes, competencies and values

The how and the why of academic practice: working with attributes and values for competence and confidence in teaching, service and research.

LUAC603 Course design and management

An introduction to planning, designing, delivering and managing an academic course.

LUAC604 Assessment design and management

Design and management of course assessment, from envisioning to marking.

LUAC605 Future academic practice

Preparing for future academic practice: inquiry, planning and future developments.

LUAC606 Practicum

Applying a teaching toolkit, working with colleagues and supervised delivery.



**BRIEF ASSESSMENT MODE/S**

Coursework only

**NZ STANDARD CLASSIFICATION OF EDUCATION (NZSCED) FIELD OF STUDY CODE**

070303 Education Studies

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(LINCOLN UNIVERSITY ONLY)

**ACADEMIC DRESS REQUIREMENTS**

Refer to the Academic Dress section of the Lincoln University Maramataka | Calendar and indicate which hood colour you anticipate being appropriate for this degree.

N/A





## CONCEPT PROPOSAL FOR NEW PROGRAMME OR MAJOR

- This template is to elicit sufficient information for the Provost to endorse the preparation of a full CUAP proposal.
- The template is to be completed by the Dean/Director and should provide a viability assessment of introducing a new programme or major.
- Following endorsement by the Provost, the full CUAP proposal may be developed.
- The completed template will accompany the CUAP proposal to Academic Board and to Council.

TITLE OF NEW PROGRAMME OR MAJOR	
<b>Postgraduate Certificate in Academic Practice</b>	
<p>It is recommended the title of the programme be preceded by a name in te reo Māori expressive of the programme's relationship to the University values of tohatoha (inquiry) and kaitiakitaka (stewardship of our taoka).</p>	
NAME OF FACULTY / DIVISION	
Te Tuawhiti   Pathways and Quality	
<p>A Programme Advisory Group will be convened to have academic oversight of the programme. This group will comprise members from the Academic Programme Strategic Advisory Group.</p> <p>Delivery of the programme will be coordinated by Academic Preparation and Pathways, Te Tuawhiti, from which a programme convenor will be appointed. Teaching will be contributed by appropriate experts from within Te Tuawhiti and other units of the university, including Learning and Teaching Excellence in Learning, Teaching and Library.</p>	
MARKET ASSESSMENT / DEMAND	
Please assess the proposed new programme / major against the market assessment criteria below.	
<b>Acceptability</b>	<b>How will the programme appeal to prospective students?</b>



	<p>The programme will be customised to the Lincoln University context. It will provide fundamental and theoretically-grounded development of core and advancing teaching skills for higher education.</p> <p>The programme will be fee-waived and part-time, allowing for integration into the existing work and study commitments of a variety of students.</p> <p>Its target students will be</p> <ul style="list-style-type: none"> <li>• new-to-Lincoln early career lecturers, as part of initial professional development</li> <li>• new PhD students, independently or as part of a teaching assistantship programme (to be developed in conjunction with the Provost and the Postgraduate Research Director)</li> <li>• existing Lincoln University academic staff who wish to engage in a Lincoln-specific programme of credentialed academic development, including those seeking a skills-and-knowledge refresh</li> <li>• research masters students (noting that further work will be required to resolve fees where a student is an international student).</li> </ul> <p>The grounding of the programme in the Lincoln University context and its suitability for new- or early-career university teachers will be an appealing alternative to the programmes of other institutions in which the course content focuses more on the skills demanded of an examiner or programme convenor (such as UC's <a href="#">PGCertTertTchg</a>, Otago's <a href="#">PGCertHighE</a>). It will be well-matched to the learner's professional context.</p> <p>Completion of the programme will be evidence that can be used as part of a promotion application or to apply for the Excellence in Education Awards.</p> <p><b>What evidence is there of market demand?</b></p> <p>This qualification will be internally marketed, but the primary source of demand will be parallel proposed initiatives: the development of a paid teaching assistantship programme as an alternative to the traditional model of fees+stipend scholarships for PhD students, and the expanding of learning and development programmes for new-to-Lincoln academic staff.</p> <p>Other internal evidence of need includes the lack of existing qualifications in teaching among new academic hires and PhD research students, together with an increased institutional focus (such as through Manaaki Tauiira) on assuring the best outcomes for students. Quality teaching is a significant driver of these outcomes.</p>
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	<p><b>How will the programme appeal to and have support from external stakeholders / industry?</b></p> <p>Internal stakeholders (programme convenors and other staff and students) will be the key beneficiaries of this programme, in addition to doctoral graduates. The key outcomes will be improved teaching quality among academic staff, improved academic-work-readiness for PhD graduates who participate in the teaching assistantship programme, and workload alleviation for academic staff.</p> <p>The programme will also offer an opportunity for contracted teaching staff, including experts from industry, to develop their teaching fundamentals during their employment at Lincoln. The difficulty of orienting industry experts to teaching quality expectations at the university is a known challenge, which this qualification may help to address.</p> <p><b>Will the programme lead to employment outcomes at the right level?</b></p> <p>Yes, by improving the teaching quality among Lincoln University staff and ensuring PhD graduates are prepared to teach in the fields aligned with their area of specialisation.</p>
<b>Accessibility</b>	<p><b>By what means will future students be able to access the teaching and learning opportunities?</b></p> <p>The programme is part-time and will be developed, subject to resources, to be delivered by blended means.</p> <p><b>How will this programme be delivered?</b></p> <p>Six 10-credit modular courses including a capstone to be delivered part-time over a 12-month period.</p> <p>The programme will be designed to allow for the modular courses to be taken in differing sequences, to support its extension to multiple entry points in a 12-month period.</p> <p>The modular structure will be determined in part by what can be administered via the SMS and the LMS and what is required to fulfil TEC funding requirements.</p> <p>Students will participate in each of the learning modules through a mix of self-directed learning, online and in-person seminar/tutorials and practice observations.</p>

	<p>Indicative course/module themes are noted below.</p> <ul style="list-style-type: none"> <li>• Foundation skills for higher education teaching at Lincoln University <ul style="list-style-type: none"> <li>○ How to structure and deliver a lecture, how to plan and deliver a tutorial, engaging, motivating and including learners, how to manage common challenges</li> </ul> </li> <li>• Foundation skills for higher education assessment at Lincoln University <ul style="list-style-type: none"> <li>○ Assessment literacy: good practice in the design, delivery and management of assessment</li> </ul> </li> <li>• Higher education in context <ul style="list-style-type: none"> <li>○ The global, national and Lincoln University context of higher education</li> <li>○ Trends in higher education and their impact on learning environments</li> </ul> </li> <li>• Higher education learners at Lincoln University <ul style="list-style-type: none"> <li>○ Working with diverse learners for success and to support equity and inclusion</li> <li>○ Learning and teaching that enacts the commitments of the Treaty of Waitangi and meaningfully incorporates mātauraka Māori</li> </ul> </li> <li>• Inquiry into learning and teaching at Lincoln University <ul style="list-style-type: none"> <li>○ How to use your teaching to inform your research</li> <li>○ Action research into teaching and learning</li> <li>○ A capstone project based around inquiry into the teacher's practice</li> </ul> </li> </ul>
<b>Accreditation</b>	<p><b>Does the programme have the potential to be accredited formally? If so, with whom?</b></p> <p>No formal accreditation will be associated with this programme, who purpose is to credential teaching in higher education.</p>
	<p><b>Could it impact our international ranking and student barometers?</b></p> <p>The programme will be evidence that Lincoln University is committed to the professional development and development of teaching quality among its research students and early career staff. As such it has the potential to increase satisfaction indicators in teaching quality.</p>
<b>Affordability</b>	<p><b>Where does the programme sit in the market in terms of cost, with respect to our current portfolio?</b></p> <p>The programme will be fees-free to all domestic students (which includes PhD research students), including staff. This means it will align with the University's current fees-free postgraduate offerings; however, it is</p>

	<p>proposed that fees-free delivery continue for this programme ongoing, to support its integration and accessibility.</p>
	<p><b>What are the costs of teaching and delivery?</b></p> <p>This programme will require a detailed operational model to share DQ7+ (formerly SAC) funding with contributing examiners/lecturers from outside of Te Tuawhiti.</p> <p>Development of the qualification will require staff FTE across the contributing experts, which will involve negotiation and remuneration for release time.</p>

What is the projected profitability of this programme?

The projected profitability below is based on a Te Tuawhiti average tutor salary and a delivery FTE of 0.33FTE per intake (60 credits) of the programme. This is based on a proposed blended and/or asynchronous approach.

Profitability is projected below across 1, 2 and 3 intakes and compares break-even with break-even + contribution margin of 30 percent. A further 2 EFTS or 4 students would be required in the first year to cover unbudgeted development costs.

Delivery classification	#03A3 Advanced Studies for Teachers
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Funding rate per EFTS	\$9,314
Average Tutor salary	\$82,222

Initial development cost (0.5 FTE over 6 months, unbudgeted)	\$20,556
Development cost by future EFTS	2
Development cost by future students	4

Prog coordinator (0.2FTE)	\$16,444
Per intake teaching and coordination cost for 60 credits (0.33FTE)	\$27,133

1 intake annually delivery cost	\$43,578
1 intake break-even by EFTS	5
1 intake break-even by student	9
1 intake profitable by EFTS (break-even + 30% CM)	6
1 intake profitable by student	12

2 intakes annually delivery cost	\$70,711
2 intake break-even by EFTS	8
2 intake break-even by student	15

	2 intake profitable by EFTS	10
	2 intake profitable by student	20
	3 intakes annually delivery cost	\$97,844
	3 intake break-even by EFTS	11
	3 intake break-even by student	21
	3 intake profitable by EFTS	14
	3 intake profitable by student	27
<b>Appropriate</b>	<p><b>How does this new programme align with the Lincoln University Strategy 2019-2028, and the Vision: To be a globally ranked top five land-based university, unlocking the power of the land to enhance lives and grow the future?</b></p> <p>The programme supports Lincoln University's renewal goal 3, a culture which stimulates and inspires staff and students, and shaping goal 4, world-class research and teaching. It recognises the importance of investing in teaching quality for Lincoln University academic staff and research students and provides a grounded, land-based context for the development of teaching skills in higher education.</p>	
<b>Programme Comparability</b>	<p><b>Provide an assessment of how this programme compares to similar programmes offered by other institutions.</b></p> <p>The University of Canterbury's Postgraduate Certificate in Tertiary Teaching situates its programme in the Aotearoa New Zealand and global educational context, along with culturally responsive pedagogy in a bicultural context and an introduction to learning design. The course prescriptions imply suitability for those taking a role in the design as well as delivery of higher education and are of particular relevance to those leading course development or acting as examiners in this regard.</p> <p>As such it does not expressly address the development needs of very-early-career or postgraduate university teachers, or those who lack any experience of teaching in higher education (such as new research students or contract experts from industry) nor those who are not positioned to take on the above leadership responsibilities.</p> <p>The University of Otago's Postgraduate Certificate in Higher Education consists of two courses with an emphasis on theoretical knowledge, critical reflection and</p>	



	<p>contemporary research. As such it is for those looking to use the theoretical basis of higher education research to create a critical context for their teaching. The proposed Lincoln University programme will have a more immediate grounding in the fundamentals of teaching practice and pedagogy for postgraduate-educated practitioners.</p> <p>Massey University's Postgraduate Certificate in Tertiary Teaching and Learning is currently closed to new enrolments.</p>
<b>Resourcing</b>	<p><b>Please note any implications for existing and additional resources (staff, facilities, equipment, online development) needed to ensure the high quality of the proposed programme / major.</b></p> <p>Care will need to be taken with the management of costs both in development and in sharing of DQ7+/EFTS resource to ensure viability both for AP&amp;P and the wider university.</p> <p>The development of this programme will align with the development of a teaching assistantship programme and the embedding of this qualification in the learning and development programme for new academic staff, eg as a compulsory requirement. This will require further planning.</p>
<b>Predicted EFTS</b>	8 as a minimum for break-even + CM + development costs in the first year.
<b>Other</b>	N/A



## CONCEPT PROPOSAL FOR NEW PROGRAMME

### Postgraduate Certificate in Academic Practice

#### Section B

**What was the basis of the initiative? Was it instigated from an external stakeholder, Graduating Year Review, + other?**

The initiative was instigated following the creation of Te Tuawhiti | Pathways and Quality as a combined academic and service unit, and following discussions in the Office of the Provost, at the Academic Programme Strategic Advisory Group, as part of self-review for the Cycle 6 Academic Audit and in consultation with the Office of Postgraduate Research.

**What market analysis or insights have you achieved through engagement with International and Domestic recruitment, + other.**

As the intended market for this qualification is internal, discussions have primarily been with the faculties Deans in relation to planned recruitment of academic staff, with the Postgraduate Research Director in relation to postgraduate research students and with the Manager, Learning and Teaching Excellence in relation to exiting staff engagement in non-credentialed academic development activities. External engagement with the Dean of Learning and Teaching at the University of Otago provided valuable input in terms of cost of delivery and internal resourcing.

**Provide an estimate of student numbers for the next three years, across each year, taking into account attrition.**

As this qualification will normally be completed within 1-2 years, no third-year data is projected.

The estimate is based on c.60 percent of students completing the qualification within one year and up to c.40 percent taking two years. An attrition rate of c10-11% is projected.

Domestic	2026 (one intake)	2027 (two intakes)	2028 (two intakes)

Year 1	6	9	9
Year 2		2	1
<b>International</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>
Year 1	3	6	6
Year 2			1

### TEC National Priorities

Indicate alignment with TEC's national priorities


Qualification Code (Yes or No)	% of Courses in alignment with priorities (Identify %)
070303 Education Studies (No)	<p>01 - Agriculture, Horticulture, Forestry – 30% depending on student's disciplinary area</p> <p>06 – Computing – 30% depending on student's disciplinary area</p> <p>11 - Engineering, Technology – 30% depending on student's disciplinary area</p> <p>18 – Science – 30% depending on student's disciplinary area</p> <p>39 - Specialist Large Animal Science – 30% depending on student's disciplinary area</p>

### LU Strategy

Indicate alignment with agriculture, agribusiness, environment, conservation, tourism, recreation, Maori, Pathways, Research

Qualification Code (Yes or No)	% Course alignment with priorities
070303 Education Studies (No)	<p>LUAC601 25% alignment with Māori (LO2)</p> <p>LUAC602 25% alignment with research (LO4)</p>

	LUAC606 50% alignment with discipline priorities above depending on the student's disciplinary area.
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<div>Signed:</div> <div></div> <div>Dean</div>	<div>Date:</div> <div>10 April 2025</div>
<div>Signed:</div> <div></div> <div>Provost</div>	<div>Date:</div> <div></div>



## Vice-Chancellor's Office

Version: 1

## Health and Safety Report

Author/s: Health and Safety

SLT Authoriser: Karen McEwan, Executive Director, People, Culture and Wellbeing

Date: 16/04/2025

### 1. Purpose

This report for the month of March 2025 provides Lincoln University Council with assurance that appropriate arrangements are in place for managing health and safety risks across the University.

### 2. Content

1. Leading and lagging indicators
2. Significant health and safety incidents for the month and updates on past incidents
3. Health and Safety Committee meetings
4. Health and Safety Critical Risk Elements and Mitigations
5. Campus Development Programme and Health and Safety summary

### 3. Recommendations

That the following are noted:

- The Health and Safety team continues to focus on maintaining and improving hazard identification and risk assessments, reviewing and establishing clear safety policies and procedures, align training requirements relevant to roles and work collaboratively with the University community in all areas of health and safety.
- Identifying trends in the health and safety performance of the University and measures taken to improve the robustness of the data.
- The actions being taken to improve the culture of health and safety across the University.

### 4. Executive Summary

March period produced no serious harm events or significant incidents.

Contractor reporting continues to reduce until new projects are underway.

The Health and Safety team have completed a Due Diligence Deep Dive into field activities and tours to be presented to Council in April or May (dependent on Council agenda availability). Initial findings from the deep dive indicate that logistics of student movements, collection zones

and a significant increase in the number of students attending these events, along with refresher training trip leaders are significant areas for improvement.

To gain knowledge of field trips and build relationships, the Health, Safety and Wellbeing Manager attended a coach trip to a local horticultural organisation, travelling and chatting with trip leaders and students. The Health, Safety and Wellbeing Manager intends to attend more of these events throughout the year.

The Health and Safety team continues to monitor and review all incidents and quality of reporting. University performance is assessed by many tools some of which include: the number and severity of incidents for the period, reporting leading and lagging indicators and keeping informed of the Campus Development Programme.

- WorkSafe Interactions:

Following collaborative corrective actions, the Health, Safety and Wellbeing Manager can now report that Improvement Notices issued by WorkSafe are now lifted. An excellent outcome for the University.

## 5. Hazardous Substances Compliance

Lincoln University laboratories use various hazardous substances for research and development, analytical testing and teaching purposes. Providing we are not selling any hazardous substances, or secondary substances created from the use of those substances, we can operate under the specific requirements of Part 18 of the Health and Safety at Work (Hazardous Substances) Regulations 2017. This negates the requirement for certified handlers and hazardous substance's location certificates for our laboratories.

The university's Dangerous Goods Store has a Location Compliance Certificate for flammable substances (this is the only hazardous substance we store in bulk that triggers the LCC threshold levels). This certificate is renewed annually via an audit and inspection by ChemSafety in conjunction with the Dangerous Goods Store Manager and the LU Building Compliance Officer.

The university's Hazardous Substance Committee is comprised of the senior Lab Managers (including those from Lincoln Agritech), the Dangerous Goods Store Manager, and the Biocompliance Manager. The committee convenes monthly and is responsible for:

- the LU Hazardous Substances Manual (compliance with Part 18 of the Hazardous Substances Regulations)
- induction and training of research and teaching lab users
- emergency spill-response plans and training
- internal audits to measure compliance against the Regulations

Annual audits of research and teaching labs are conducted by the committee using an internal audit tool to assess compliance with Part 18 requirements and LU Hazardous Substances Manual. This includes verification of structural requirements, chemical inventories, appropriate storage and disposal, and training/induction records. Audits commence in November of each year. Corrective actions are tabled with the committee and relevant Lab Managers, and the committee ensures all corrective actions are closed out. At this date all University teaching and research laboratories meet the legal requirements of Part 18, and minor corrective actions raised in the November 2024 audits have been closed out.

## Lagging Indicators

The data below provides an overview of reported workplace incidents at the University (LU and Lincoln Agritech staff), with the exception of main CDP contracts where principal contractors have primary oversight of secure worksites (that data set is reported in the CDP H&S dashboard due to differences in contractor reporting periods).

**Note:** Lagging Performance Indicators indicate the number of events which have already occurred, an indication of where you have been rather than where you are going. Improving Leading indicators significantly reduces Lagging Indicators.



Jan 25	Feb 25	Mar 25	2025 cumulative
0	0	0	0
	0	1	1
0	0	0	0
1	1		2
1	3	6	10
4	9	11	24
0	0		0
0	1	1	2

### First aid injury:

- A member of the public who was attending a reunion event on campus was injured when trying to catch another member of the public who fainted, a small bandage was applied.
- A student fainted outside the café on campus, they were taken to the Student Health Nurse for assessment.
- A student slipped during an event on campus (scavenger hunt) and had pain in their calf, an ice pack was applied.
- A member of the public was injured while playing basketball at the Recreation Centre, an ice pack was applied, and they were given crutches.
- A staff member was injured when they moved quickly to avoid a child and felt a sharp pain in their calf, an ice pack was applied, and they visited a physio.
- A student sprained their ankle when they fell from the bouldering wall in the Recreation Centre, an ice pack was offered.

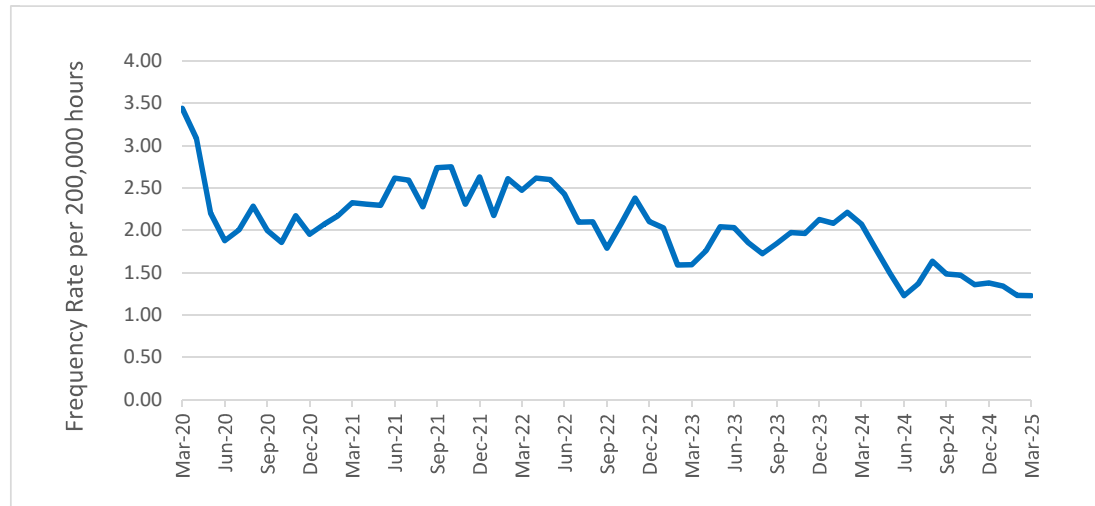
### Near miss:

- A staff member was reaching over and nearly touched a live electric fence, another staff member raised the alarm by calling out and they avoided contacting the electric fence.

### Lost time illness:

- This was a suspected case of food poisoning to a LUSA staff member during an on campus event. Food was supplied by a contractor. Investigations by local council and the contractor is underway.

### Total Recordable Injury Frequency Rate (LU and Agritech employees)



The above chart shows Total Recordable Injury (TRI) frequency per 200 000 hours worked by our staff. TRI is defined as reported work-place medical injuries, restricted work, lost time injuries, and fatal injuries. Using this measure, which has a wider scope than LTI, provides more detailed reporting on incidents and emerging risks however, it should be noted that TRIFR does not indicate *the severity* of injuries. *Note TRI includes any injuries that occur to staff while on the campus, even if not task/work-related.*

### Leading Indicators

Leading Indicators can be measured without an incident, accident or property damage occurring and are extremely useful in being able to predict or prevent future events. These are favourable statistics where an improvement of health and safety culture is desired

Reporting via Risk Manager	Mar 2025	2025 Total	2025 Target
Total reported safety/hazards observations	8	18	50
- <i>Safety observations related to external contractors</i>		2	
Reported opportunities for improvement	2	5	12

Processes	Mar 2025	2025 Total
H&S inductions for new staff (within 4 weeks of start date)	7	28
Contractor inductions (Campus Development Programme)	5	34
Contractor inductions (Property Services)	18	42
Contractor inductions (Faculties and Business Units)		2
First Aid training	1	7
Building and Warden training	14	14
Workstation assessments	3	5
Return to work programmes: work-related injuries		2
non-work injuries	1	2



### Health and Safety Committees

Committee	Next meeting
University H&S committee <i>(Representation from Faculties, Service Areas, Business Units)</i>	29 April 2025
AGLS sub-committee	TBA
Property Services sub-committee	15 April 2025
Catering sub-committee	TBA

### Health and Safety Critical Risk Elements

The Health and Safety team focus is to ensure that as an organisation we have robust assurances in place to evidence our management of health and safety. We undertake internal audits on a regular basis for our high-risk work areas (laboratories, workshops, farms, JML), along with regular inspections of construction and work sites (Property Group and Property Services). We commission external Health and Safety professionals to audit different areas of the university where residual risk following mitigations remains medium to high.

Throughout the year, the Health and Safety team will focus on deep dive reviews of the following identified Critical Risks:

- Field Trips and Tours - Project update: completed, awaiting presentation to Council for comments and approval
- Construction Activities
- Farms
- Research Activities

We continue to require and encourage reporting of all workplace incidents, events and safety observations to be entered into our Health and Safety Management System (Risk Manager), via the OnSide app for our Farms, or the SAFELU app for students, visitors and contractors.

The following chart indicates current areas of LU critical risk for Health & Safety, and the residual risk where mitigation processes are in place.

<b>4 Critical H&amp;S Risks</b>			
<b>Risk element</b>	<b>Mitigations</b>	<b>Verification</b>	<b>Residual Risk</b>
Construction activities (including infrastructure and landscaping)	Contractor inductions On-boarding processes	Site inspections Audits of lead contractor processes	No change
Farms	Training records Visitor management (OnSide) Farms Compliance Officer Contractor management	Training assessment OnSide reports Internal audits	No change
Post-grad research activities (field-based)	Training – equipment, processes Driver training	Assessment records External providers	<b>NEW</b>
Radiation	Training and Procedures, monitoring	External (MoH)	No change
Events held on Campus	Safety Plans in Risk Manager for LU and external events Events Committee oversight	Sign-off from H&S Post-event reviews	No change
Field Trips & Tours (Health and Safety Deep Dive project completed)	Findings and mitigations from deep dive including current processes and areas for improvement under review with delegated actions.	Sign-off from H&S	No change

## Lincoln University Campus Development Programme Dashboard



March 2025

Programme Sponsor: Susie Roulston

Programme Lead:

Alistair Pearson

### PROGRAMME HEALTH & SAFETY DASHBOARD

	Glasshouses	Forbes Stage 3	Heating Upgrade	Burns Demo & Landscaping	Ivey Roof
	CW0035	CW0037	CW0052	CW0090	CW0102
Activity Levels	Active	Low Activity	Active	No Activity	No Activity
Inspections Conducted	5 (LU)	5 (LU)	5 (LU)	-	-
Lead Contractor Reports: Observations (Safety, Hazardous & Opportunity for Improvement)	-	-	1	-	-
Near Miss Events	-	-	-	-	-
No Treatment Injury	-	-	-	-	-
First Aid Injuries	-	-	-	-	-
Medical Treatment Injuries	-	-	-	-	-
Restricted Work Injury	-	-	-	-	-
Lost Time Injuries	-	-	-	-	-
Other Events e.g. Property Damage	-	-	-	-	-
Activity Summaries	Roof and wall screens installed. Wall extract fans and heaters installed. Drainage works installed. Electrical works in progress.	Decanting complete. Defect list near completion. Property Services Team training and handover.	CLS, Ross, SOLA, George Forbes, TKI, Hudson, Hort Teaching and Nursery Glasshouse works completed. Work at NRE Office and NRE Soil & Water underway.	-	-
Event Information:	-	-	1 x Safety Observation reported for the month – A pile of rubbish outside the plantroom was untidy.	-	-
Investigations / Corrective Actions	-	-	A request was put through to the PCBU to improve their housekeeping and have the items removed.	-	-

1

**Section 1 - Audits completed in last reporting period March 2025**

Project name	Contractor	Audits/inspections				
		Internal Audits	External Audits	Client-led Inspections	H&S Safety Visits	PM Safety Visits
HV Upgrade – various sites	Air Tech				5	
George Forbes Stage 3	Leighs Construction				5	
Glasshouse	D Hillman				5	

**HV Upgrade - Various sites (SoLA, Ross, Accommodation, Te Kete Ika, Forbes) – Air Tech**

- 5 x informal visits past site

**George Forbes Stage 3 - Leighs Construction**

- 5 x informal visits past site

**Glasshouse – D Hillman**

- 5 x visits to work area

Total Contractor Events	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Total 2025
Fatalities	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>
Lost Time Injury	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>
Restricted Work Injury	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>
Medical Treatment	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>
First Aid	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>
Non-Injury Incident	5	3	0	0	0	0	0	0	0	0	0	0	<u>8</u>
Damage to Property	0	0	0	0	0	0	0	0	0	0	0	0	<u>0</u>
Near Miss	2	0	0	0	0	0	0	0	0	0	0	0	<u>2</u>
Hazardous / Safety Observations	4	4	1	0	0	0	0	0	0	0	0	0	<u>9</u>

## Section 2 – Summary of events reported March 2025

		Lag Indicators																	Lead Indicators																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
		Other events, property damage, etc	No Treatment Injury (NTI)	First Aid Injury (FAI)	Medical Treatment Injury (MTI)	Restricted Work Injury (RWI)	Lost Time Injury (LTI)	Property damage	Corrective actions completed	Environmental NM/ incidents	Notifiable illness/ injuries	Notifiable events																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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## Section 3 – Commentary for March 2025

### HV Upgrade, Air Tech

One (1) event was reported as occurring on a site managed by this PCBU.

- 1 x safety observation. A pile of rubbish outside the plant room was untidy.

#### What controls were put in place to prevent these re-occurring?

- A request was made to the PCBU to improve their housekeeping and have the items removed.

### Non-Campus Development Contractors working on campus

This area has not been reported on previously but there is value in reporting the events occurring to other non-Campus Development contractors working on campus.

In March, six (6) events were reported as occurring to non-CDP contractors that had the potential to cause harm.

#### Four (4) incidents had high potential for harm to people or assets:

1. A service strike incident (electricity) occurred when a contractor (Stump Grinders) was working to remove laurel hedge stumps cut through an electrical cable that had not been buried and was lying above ground, in the hedge roots. Power was tripped to The Lodge.

Once advised the on campus electrical contractor re-instated power. Another contractor on campus reburied the cable. The event was reported and investigated.

#### What controls were put in place to prevent these re-occurring?

- During the investigation it was discovered that the area had not been GPR'ed prior to work starting. The rest of the area has now been GPR'ed and work is booked to resume. Investigations are ongoing to find out when the cable was placed like that and why. It has now been reburied to the required depth, with a caution sign on top.

2. An incident occurred involving the loss of power to building during upgrade of air conditioning units in building 32. HPAC was the contractor. During the work, they advised the LU PS Electrical team that 2 of the 3 phases of power were tripping. No further action occurred. They left the campus as it was late on a Friday afternoon. Over the weekend power failed, and items held in the fridge, freezer and specimen fridge were lost as the power was off all weekend.

**What controls were put in place to prevent these events re-occurring?**

- The contractor has apologised to the occupants and reinstated the power to the building after discovery on Monday morning.
3. Allied Security phone switched itself to “aeroplane mode” so two calls were missed. The investigation showed this occurred due to the phone not being closed and so had the settings changed accidentally – explained as a pocket dial.

**What controls were put in place to prevent these events re-occurring?**

- On reading the security report, a team meeting talk was held with the rest of the Allied Security team to remind them to ensure the phone is active as all times.
4. When clearing a building, Allied Security guard smelt burnt toast. On investigation a sandwich being toasted had burnt but no one was around. The toaster was turned off and the sandwich placed in an outside bin.

**What controls were put in place to prevent these events re-occurring?**

- On reading the security report, the H&S Advisor contacted the building wardens and the person in charge of the students occupying the 1st floor reminded them to stay with any food that was being heated / cooked in the kitchens in that building.

**Two (2) incidents had a low risk of harm**

1. A contractor, engaged by the PS Trades team had not been signing onto the campus daily.

**What controls were put in place to prevent these re-occurring?**

- After being advised, the contractor was reminded to sign onto the campus as per the procedure for contractors.
2. Traffic cones placed along Calder Drive to provide safe parking of coaches contracted to take students on field trips and tours are moved by other users of the campus.

**What controls were put in place to prevent these re-occurring?**

- After being reported, this observation was forwarded to the Manager, PS and Health, Safety & Wellbeing Manager for a solution.

## 6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	<b>Goal 1</b>	A distinctive Aotearoa New Zealand end-to-end student experience	<input checked="" type="checkbox"/>
	<b>Goal 2</b>	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	<b>Goal 3</b>	A culture which stimulates and inspires staff and students	<input checked="" type="checkbox"/>
	<b>Goal 4</b>	A world-class research and teaching precinct	<input checked="" type="checkbox"/>
	<b>Goal 5</b>	An organisation focussed on meaningful partnerships	<input checked="" type="checkbox"/>
	<b>Goal 6</b>	Facilitating Growth	<input checked="" type="checkbox"/>

## Health and Safety Due Diligence Deep Dive

February/March 2025

### Field Trips and Tours

The Lincoln University (LU) (University) governing body, the University Council (Council) is ultimately responsible for the health, safety and wellbeing of all members of the community including staff, students, visitors and other individuals, whilst on campus and all other places where they might be affected by the University activities.

Council members are defined as Officers under the HSW Act 2015 and have the following “reasonable steps” due diligence responsibilities:

- (a) To acquire, and keep up to date, knowledge of work health and safety matters; and*
- (b) To gain an understanding of the nature of the operations of the business or undertaking of the PCBU and generally the Hazards and risks associated with those operations; and*
- (c) To ensure that the PCBU has available for use, and uses, appropriate resources and processes to eliminate or minimise risks to health and safety from work carried out as part of the conduct of the business or undertaking; and*
- (d) To ensure that the PCBU has appropriate processes for receiving and considering information regarding incidents, hazards, and risks and for responding in a timely way to that information; and*
- (e) To ensure that the PCBU has, and implements, processes for complying with any duty or obligation of the PCBU under the Act; and*
- (f) To verify the provision and use of the resources and processes referred to in paragraphs (c) to (e)*

To provide assurance to Council these due diligence responsibilities are well managed, the Health and Safety team in collaboration with key stakeholders have produced this Due Diligence Deep Dive report.

A Due Diligence Deep Dive could be described as *a means of keeping Council “in the know” about what’s going on at LU on the ground floor*. This allows Council to meet their obligations and be familiar with what’s happening at a practical level to keep their people and the organisation safe and compliant.

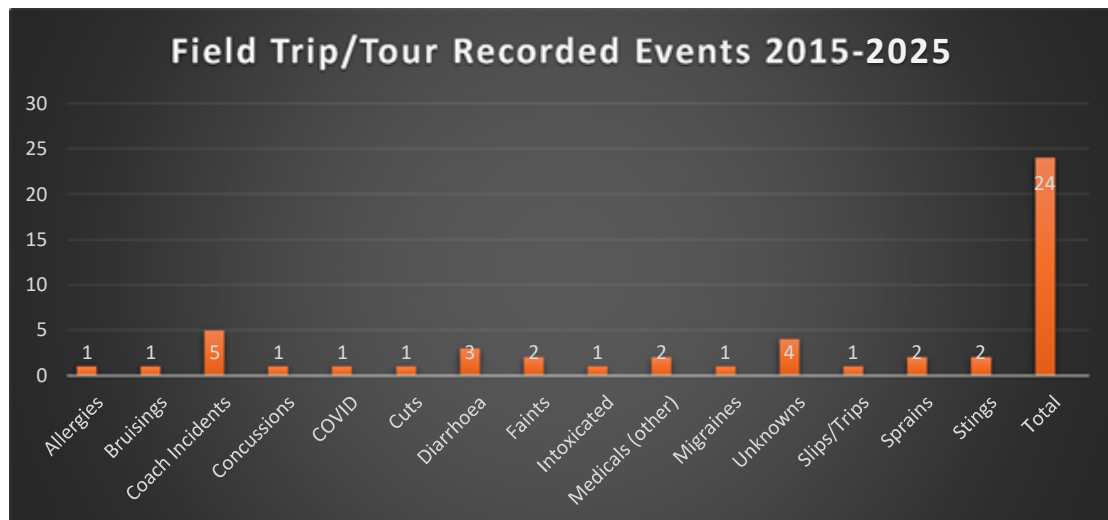


The purpose of a Due Diligence Deep Dive is to:

- Identify and analyse threats to the business or “What goes wrong” or “What could go wrong” and associated roadblocks or barriers to provide assurance that they are working effectively through mitigation actions or, “How we recover”.
- Develop a plan with delegated actions.

\*To gain practical experience and build relationships with key stakeholders and students, the Health, Safety and Wellbeing Manager attended a field trip to a local horticultural organisation on 28<sup>th</sup> March 2025. Please refer to items in the “Notes” section of the Key Findings Table along with photographic evidence located in the appendices.

*To provide reference to the number and type of incidents over the last ten years, the following chart shows incidents recorded into Risk Manager (RM): We are mindful that there is a possibility that not all incidents have been reported into RM. Refresher incident reporting training is under development by the Health and Safety team.*



*Field trip and tour events/incidents are monitored and measured on a live basis by the Health and Safety team.*

### **Executive Summary**

Field Trips and Tours are generally well managed. However, there are areas which would benefit from support and guidance to maintain the safety of our students whilst taking part in off-campus activities.

From an organisational level, LU have robust policies and procedures in place, a management system for recording incidents, a strong values culture towards the safety and wellbeing of students and provision of appropriate resources.

The Health and Safety team review and approve all safety plans before commencement of these activities, providing feedback and guidance to plan authors. To achieve and maintain

consistency and lessen the risk of a “tick box” approach, refresher training would be beneficial in risk assessments and incident reporting.

Discussions with stakeholders revealed that we may not be reporting all incidents, which compromises the ability to discover trends at the earliest opportunity. Incident reporting refresher training will therefore need to be delivered by the Health and Safety team as a high priority item.

Incidents reported over a ten-year period include the COVID pandemic which may not be representative of the next period however, data gathered shows trending items e.g. medical events (ranging from allergies to stings) and (low risk) coach incidents. The Health and Safety team are assessing the number of current first aid trained university staff to ensure adequate student/first aider ratios are maintained along with investigating “back stories” behind these events to provide workable solutions.

It should be noted that student medical conditions are submitted at the commencement of each course which allows staff to appropriately prepare and support where required with first aid trained staff present throughout these activities.

From data gathered and practical knowledge, current pick-up/drop-off zones and management of student movements are not ideal in providing a safe environment for students and potentially, other road users. This results in students congregating along a narrow footpath and/or on an adjacent grass area which is not suitable underfoot during winter months or following heavy rainfall. These conditions divert students to hard-standing areas such as car parks, exposing them to potential harm. The Health and Safety team are working with relevant parties towards workable and safe solutions.

From meeting findings and speaking with trip leaders, they have a positive and caring culture towards the safety and wellbeing of our students. With support and guidance from the Health and Safety team in tandem with line managers, property services and security, LU can significantly improve how field trips and tours are managed.

This report is a live document with regular updates reported to Council.

#### **Due Diligence Deep Dive Process:**

- Identify clear objectives
- Establish a key stakeholder working group
- Create a safe space to “brain dump” information
- Review current processes (are they fit for purpose?)
- Collate data into a Key Findings report

### Key Findings Report:

Threats or “what goes or could wrong”	Mitigation or “how do we recover”	Notes
Safety Plans for field trips and tours at risk of being generically completed i.e. potentially not representative of activities carried out or destination.	<b>Trip leaders</b> to receive refresher training on completing and creating safety plans.	<b>Health and Safety</b> team to take the lead with refresher training.
Student Medical Events	<p><b>Trip leaders</b> to remain aware of any student medical conditions submitted prior to course commencement and of any subsequent medical conditions.</p> <p><b>Trip Leaders</b> to ensure adequate number of first aid trained staff in attendance.</p> <p><b>Trip leaders</b> to ensure submitted Safety Plans includes the location of nearest medical facilities</p> <p><b>Trip leaders</b> to ensure plans are developed to cover a student becoming unwell on the trip / tour e.g. requiring isolation (pandemic) or medical treatment.</p>	<b>Health and Safety</b> team are responsible for reviewing and approving all safety plans prior to commencement of activities to ensure compliance, and feedback with any adjustments required.
Incidents not always investigated through lack of “trigger” details in Risk Manager report.	<b>Trip Leaders</b> to receive refresher training on incident reporting, including investigation data requirements.	<b>Health and Safety</b> team to re-distribute the LU Definitions of Events document to all Trip Leaders including requirements of timely incident reporting e.g. The HS team learned of an incident in March 2025 which occurred in December 2024, significantly deferring the commencement of an investigation and any immediate actions required. Investigation is now underway.
Simplify process for reporting minor incidents, some confusion around what needs to be reported.	<b>Health and Safety</b> team to remind trip leaders that events and photos can be reported via the SAFE LU app.	<b>Health and Safety</b> team to engage with LU staff on definitions of incidents and requirements to report <i>all</i> incidents including “good news” stories.

Threats or “what goes or could wrong”	Mitigation or “how do we recover”	Notes
	<b>Health and Safety</b> team to investigate possibility of Risk Manager reporting app installation onto all LU owned phones.	<b>Health &amp; Safety</b> team to consult with IMPAC who host Risk Manager, to discuss further.
Coach incidents: accidents and breakdowns.	<p><b>Departments</b> ensure coach companies meet LU requirements for ensuring student safety and sustainability including fleet maintenance and driver competences.</p> <p><b>Health and Safety</b> team to advise that coach companies engaged provide prequalification reports which document health and safety compliance.</p>	Following a recent Field Trip which the Health Safety and Wellbeing manager attended, drivers spoken to, were professional, engaging and knowledgeable of LU staff and student safety requirements. Other drivers/operators will be continuously engaged to ensure standards are maintained.
Driving in adverse conditions	<p><b>Trip leaders</b> check weather conditions for the duration of the activity</p> <p><b>Departments</b> to request transport contractors provide documented emergency procedures on how drivers respond to unexpected events e.g. provision of replacement vehicle, a replacement driver, a medical event or natural disaster (earthquake etc.)</p> <p><b>Trip leaders</b> to ensure planned routes are on stable road surfaces which safely supports the weight of a laden coach.</p> <p><b>Trip leaders</b> to report all <i>Notifiable</i> events to the LU Health, Safety and Wellbeing Manager immediately.</p> <p><b>Trip leaders</b> to report all events that occurred during the activity into Risk Manager.</p>	
Students congregating in carpark awaiting coach arrivals exposed to potential interactions with moving vehicles	<b>Trip leader</b> refresher training on responsibilities and duty of care to the students	Following a recent Field Trip which the Health Safety and Wellbeing Manager attended, it was noted that coaches are driving along a narrow footpath to reach

Threats or “what goes or could wrong”	Mitigation or “how do we recover”	Notes
	<b>Trip Leaders/Property Services staff /Security/Health and Safety team</b> to reconsider location of current pick-up and drop off zones and the suitability of location given the number of coaches and students embarking on these activities	the end of the prescribed pick-up zones. This footpath does not appear to be designed to withstand the weight of a bus.  During inclement weather, students wait under trees on potentially waterlogged grass areas which encourages them to move onto solid ground such as car parks.
Students not guided to safe waiting zones	<b>Trip Leaders</b> to physically accompany / guide students to safe waiting zones away from car parks where possible	This may be challenging due to timings of student arrivals; however, a robust solution would help minimise risk of harm to students.  <b>Health and Safety team</b> to work with Trip Leaders in finding safe solutions
Safety cones from pick-up and drop-off zones removed by third parties parking private vehicles	<b>Property Services(PS)</b> to consider engaging an approved contractor to formulate a traffic management plan (TMP)  <b>PS</b> to ensure signage is in place alerting campus users to the reason for the placement of the TMP  <b>PS</b> to provide comms to internal departments (including LU Gym) indicating that the reserved parking is for field trips, requesting that the TMP must not be removed.  <b>Security</b> to ensure cones are in place prior to coach arrivals and replacing of cones to accommodate returning coaches	Following a recent Field Trip which the Health Safety and Wellbeing Manager attended, it was noted that coach drivers had to move cones to allow coaches to enter the pick-up zone. During drop-off, private vehicles were parked in the zone requiring coaches to off-load students away from the kerbside. It is strongly advised that a designated drop off zone for at least one coach is identified and permanently marked to allow safe movement for student’s regardless of what time they arrive back on campus.  <b>Health and Safety team</b> to work with PS, Trip Leaders, Security and Coach operators to find safe solutions.
Coach pick-up points congested (increase in student population has resulted in a significant increase in students attending Field trips and Tours)	<b>PS</b> to review the current coach drop off location for safety reasons. E.g. Changing current location from Calder Drive to South Drive (behind building 18) would	

Threats or “what goes or could wrong”	Mitigation or “how do we recover”	Notes
	potentially allow safe student movements across campus	
Students travelling in private vehicles have in some instances become lost.	<p><b>Trip leaders</b> to provide students travelling in private vehicles with a map of the route and advise wherever possible, to not deviate from the prescribed route.</p> <p><b>Trip leaders</b> to remind students to ensure cell phones are always fully charged</p>	<b>Health and Safety</b> team will refresh departments and trip leaders of LU Vehicle policy (under review in 2025) requirements are compliant to s6.5.1 “Where the size of the group justifies, for example, numbers greater than 12, the use of licensed commercial transport (bus/taxi companies) is required”.
Staff are on occasion, unaware that students have returned to campus safely	<b>Trip leaders</b> to consider a system of welfare checks to ensure students have returned to campus or their destination safely. This could be via text or phone calls.	Health and Safety team are investigating current welfare checks
Rare instances when students were left at the venue	<b>Trip leaders</b> or those assisting the field trip complete a “roll call” prior to coach movements including stop off points	Health and Safety team are checking on student emergency procedures for such events
Poor or zero cell phone coverage in remote areas	<b>Trip leaders</b> to identify poor signal areas before commencement of activity, ensure emergency plans are known and communicated.	Several Personal Location Beacons held in AGLS are available for distribution.
Not all trip leaders book coach parking with Property Services (as requested)	<b>PS</b> to remind departments of the coach pick up / drop off points on campus every January (after consultation with the Health and Safety team)	An increase in student population has resulted in an increase in the number of coaches required for each field trip which in turn requires adjusting size of pick-up zones.

**Appendices:** Health, Safety and Wellbeing Manager Field Trip Experience Images.





Coned off coach pick-up zone



Students arriving to board coaches



Students waiting to board



Roll call and sign in



Students wearing safety footwear and hi-vis



Coach drop-off zone impeded by parked cars



## Vice-Chancellor's Office

Version:

# Appointment of members to Human Ethics Committee

Author/s: Nathaniel Heslop

SLT Authoriser: Grant Edwards

Date: 16/04/2025

## 1. Purpose

The purpose of this report is to recommend the appointment of five additional members to the Human Ethics Committee (HEC) to ensure the committee has the appropriate expertise, skills, knowledge, and perspectives necessary for conducting ethical reviews. This recommendation is made in accordance with the Human Ethics Committee Policy.

## 2. Content

1. **Appendix A** – Human Ethics Committee Membership

## 3. Recommendations

That Council:

1. Receive the information in this report.
2. **NOTES** the recommendation by Prof. Grant Edwards, Vice Chancellor of the member candidates, their skills and expertise, and experience in consensus decision making.
3. **APPOINT** the following people as members of the Human Ethics Committee with effect from 7 May 2025:
  - (a) Nazmun Ratna (general staff)
  - (b) Himashsa Gunasekara (general staff)
  - (c) Thomas Kavanagh (general staff)
  - (d) Claire Beattie (general staff)
  - (e) Dr Melanie Betts (health representative & qualified health practitioner)

for a three-year term ending on 6<sup>th</sup> May 2028.

## 4. Executive Summary

Following several resignations at the end of 2024 the Human Ethics Committee sought to recruit several new members. Applications were received and reviewed by acting co-chairs Paula Morrison and Paula Arbouw, and incoming co-chair Dr Trudie Walters.

The Vice Chancellor agrees that these appointments are appropriate and recommends that Council appoint the persons named in paragraph 3(a)-(e) above to the Human Ethics Committee.



The Human Ethics Committee currently has ten members. Membership of the Human Ethics Committee is outlined in **Appendix A**.

### Relevant Policy Sections

The recommendation aligns with the Human Ethics Committee Policy, particularly the following sections:

- **Section 4.1:** Ensuring appropriate expertise, skills, knowledge, and perspectives are available for ethical review.
- **Section 4.7:** Members should be appointed by the Council on the recommendation of the Vice Chancellor to ensure the committee has the appropriate expertise.
- **Section 4.9:** Ensuring equitable representation by gender and other considerations.

If all five members are appointed the gender composition of the committee will be nine females and six males.

## 5. Resource Implications

There are no resource implications in this decision.

## 6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	Goal 1	A distinctive Aotearoa New Zealand end-to-end student experience	<input type="checkbox"/>
	Goal 2	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	Goal 3	A culture which stimulates and inspires staff and students	<input type="checkbox"/>
	Goal 4	A world-class research and teaching precinct	<input checked="" type="checkbox"/>
	Goal 5	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	Goal 6	Facilitating Growth	<input type="checkbox"/>

### Strategic Alignment

This report supports the Lincoln University Strategy 2019-2028 by ensuring Lincoln University complies with the Health Research Council of New Zealand guidelines for Human Ethics Committees and Lincoln University has a succession plan for the Human Ethics Committee.

### Policy Consistency

This decision is consistent with the University's Plans and Policies, particularly the [Human Ethics Committee Policy](#).

## 7. Next Steps

If approved, the Council Secretary will inform the members of their appointment to the Human Ethics Committee with effect from 29 April 2025 until 28 April 2028.

## Appendix A: Human Ethics Committee Membership

#	Name of member	Position	Membership Category (L/NL)	Short biography of expertise and experience	Appointment details
1	Dr Trudie Walters	Non-Lay co chair	NL	Senior lecturer Department of Tourism, Sport & Society – Specialises in events and leisure: Contributions of, practice of and teaching and research of leisure events.	Appointment will be effective from 28/04/25
2	Paula Morrison	General member (interim deputy co-chair) (Acting co-Chair	NL	Academic Quality and Policy Manager	14/06/19 – 04/10/24 – 03/04/25 (renewed to 03/10/25) 15/01/25 - 28/04/25
3	Paula Arbouw	General member (interim deputy co-chair) (Acting co-Chair	NL	Senior Lecturer Department of Agribusiness and Markets – background in sustainable and ethical issues affecting marketing at a consumer and organisational level.	24/08/22 – 04/10/24 – 15/01/25 15/01/25 - 3/04/25
4	Ben Sutton	General Member	L	External lawyer	24/07/18 -
5	Professor Derrick Moot	Council Representative	NL	Professor – Department of Agricultural Sciences.	13/05/22 -
6	Hanley Chen	Student rep  General Member	NL	Lecturer – School of Landscape Architecture. Specialises in Landscape Performance Evaluation and Evidence-Based Design, focusing on better understanding the actual performance of built environments.	10/07/23 – 01/10/24  01/10/24 -
7	Oluwafemi Olajide	General Member	NL	Senior Lecturer – Department of Environment Management.  Experience in the multidisciplinary areas of planning, and environmental management.	15/01/24 -

8	Harley Ogier	General Member	NL	Lecturer – School of Landscape Architecture. Computer science, writer, and researcher in the emerging field of machine behaviour.	15/01/24 -
9	Hoani Smith	General Member – Māori representative	NL	Lecturer – Department of Tourism, Sport & Society. Specialises in exercise physiology and load management.	01/09/24 -
10	Merata Kawharu	General member – early career mentor for Hoani Smith (12-months)	NL	Deputy Vice Chancellor – Māori. Māori Social Science researcher and academic.	15/01/25 – 15/01/26

**L = Lay (external appointment)**

**NL = Non-Lay (University staff)**



## Vice-Chancellor's Office

Version:

### Policy Review – Human Ethics Committee

Author/s: Caitriona Cameron, Paula Morrison and Paula Arbouw

SLT Authoriser: Grant Edwards/Chad Hewitt

Date: 18 March 2025

## 1. Purpose

The purpose of this report is to seek approval from Council to amend the Human Ethics Committee Policy.

## 2. Content

3. Recommendations
4. Executive Summary
5. Next Steps
6. **Appendix A:** Human Ethics Committee Policy – tracked changes

## 3. Recommendations

That Council:

1. **APPROVE** the amendments to the Human Ethics Committee Policy as outlined in **Appendix A**.

## 4. Executive Summary

Following a meeting with the Health Research Council (HRC) in Oct 2024, they provided some feedback on the Lincoln University Human Ethics Committee Policy.

The main queries they had were around the 'exemption from review' criteria at 6.3 – with the query being whether these should be exempt. The types of activity listed under this section the HRC Chairs would not consider 'research' and therefore would not be in the scope of ethics review, to warrant exemption. It was their suggestion that this section is removed.

Following consultation with Caitriona Cameron, the acting chair at the time, co deputy chairs Paula Morrison and Paula Arbouw, and Provost, Chad Hewitt there was agreement to remove reference to the word exemptions in favour of "out of scope" and make some minor changes to this section of the Policy (see below and attached documents).

Proposed amendments can be identified by tracked changes in Appendix A and are summarized below:

Section 6	Scope and Exemptions – will now become <b>“Scope of Ethical review”</b>
Section 6.1	Scope of Ethical review – will now become <b>“Activities requiring ethical review”</b>
<b>Section 6.1.1 through 6.1.4</b>	Wording in this section remains unchanged with some changes to the order in which they are listed.
<b>Section 6.2</b>	Low risk Applications – will now become <b>“Out of Scope Activities”</b> .
<b>Section 6.3</b>	Exemptions – will now become <b>“Low risk applications”</b> . Section 6.2.1 & 6.2.2 will become 6.3.1 & 6.3.2. Addition of 6.3.3 for list of non-low risk criteria (previously included under 6.2.2).
<b>Section 6.4</b>	Remains unchanged

## 5. Resource Implications

There are no resource implications in approving these amendments to the Human Ethics Committee Policy.

## 6. Strategic and Policy Framework Implications

<i>Strategic alignment with priority objective areas in Lincoln University Strategy 2019-2028</i>	<b>Goal 1</b>	A distinctive Aotearoa New Zealand end-to-end student experience	<input type="checkbox"/>
	<b>Goal 2</b>	Improved assets and sustainable operating models	<input checked="" type="checkbox"/>
	<b>Goal 3</b>	A culture which stimulates and inspires staff and students	<input type="checkbox"/>
	<b>Goal 4</b>	A world-class research and teaching precinct	<input type="checkbox"/>
	<b>Goal 5</b>	An organisation focussed on meaningful partnerships	<input type="checkbox"/>
	<b>Goal 6</b>	Facilitating Growth	<input type="checkbox"/>

### Policy Consistency

This decision is consistent with the University's Plans and Policies.

## 7. Next Steps

Following acceptance these changes will be incorporated into the current policy document and updated in the Policy Library.

## POLICIES AND PROCEDURES



### Human Ethics Committee Policy

**Last Modified:** June 2024  
**Review Date:** June 2027  
**Business Owner:** Provost  
**Approval Authority:** Council

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#### 1. CONSTITUTION

The Lincoln University Human Ethics Committee (HEC) was established as a committee of Council of Lincoln University on 14 December 1999 and is approved as an Institutional Ethics Committee by the Health Research Council Ethics Committee (HRC EC) pursuant to section 25(1)(f) of the HRC Act.

#### 2. AIMS AND FUNCTIONS OF THE COMMITTEE

- 2.1 To ensure that all research at Lincoln University which involves human participants meets established ethical standards including requirements specified by funding agencies such as the Ministry of Business, Innovation and Employment, Health Research Council and Lottery Health Research.
- 2.2 To educate Lincoln University staff on the needs and requirement for ethically-sound research and teaching practices.
- 2.3 To ensure Lincoln University is an institution where high ethical standards of research are maintained.
- 2.4 To minimise any risk of liability faced by the University or its members by research projects involving human subjects.

#### 3. TERMS OF REFERENCE

Having regard to Lincoln University's Investment Plan the HEC shall:

- 3.1 Promote awareness of the need for research involving human participants to be of the highest ethical standards as outlined in the Committee's Principles and Guidelines (as set out in section 6 below).

#### HUMAN ETHICS COMMITTEE POLICY

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- 3.2 Either review non-exempted research (see section 6) and teaching projects involving human participants and approve proposals that meet agreed ethical standards, or ensure that research, such as clinical trials, which needs to be approved by an external accredited regional ethics committee is indeed only proceeding after having been so approved.
- 3.3 Monitor approved research projects and programmes as continuing to meet ethical standards and from time to time check that project leaders whose research is indeed only proceeding after having been so approved.
- 3.4 Maintain an awareness within Lincoln University of the ethical requirements of all appropriate funding agencies.
- 3.5 Report on the activities of the Committee to the Vice-Chancellor, the Council and the HRC Ethics Committee annually and, as required on specific issues arising, to the Vice-Chancellor and to the Council where the Council's attention or consideration may be warranted.

#### 4. MEMBERSHIP

- 4.1 The primary guiding principle for appointing members to the HEC is to ensure that the appropriate expertise, skills, knowledge and perspectives are available to conduct ethical review and should cover:
  - a recognised awareness of te reo Māori and the understanding of tikanga Māori,
  - ethical and moral reasoning,
  - law,
  - the perspectives of wider community (e.g. the perspectives of consumers of health and disability services, ethnic community)
  - the design and conduct of intervention studies,
  - the design and conduct of observational studies,
  - the provision of health and disability services,
  - reviewing either qualitative or quantitative research,
  - the perspectives of student community.
- 4.2 Members are appointed in their own right to participate in the work of the committee as equal individuals of sound judgement, relevant experience and adequate training in ethical review. Members are not representatives of groups. Members should possess an attitude that is accepting of the values of other professions and community perspectives, and it is important for committees to be comprised of people from a range of backgrounds, expertise and ethnicities.
- 4.3 Membership shall be as determined from time to time in accordance with the guidelines or requirements of the Health Research Council Ethics Committee guidelines.
- 4.4 The Chair will be appointed by the Council on the recommendation of the Vice-Chancellor. The Chair should be a layperson who:
  - has established skills in consensus decision making, and
  - has no affiliation to the institution that sponsors, funds, or conducts research reviewed by that committee, and
  - is not a registered health practitioner, and
  - has not been a registered health practitioner at any time during the five years preceding in the date of their appointment, and
  - is not involved in conducting health or disability research, or employed by an organisation whose primary purpose relates to health and disability research, and
  - may not otherwise be construed by virtue of employment, profession, relationship or otherwise to have a potential conflict or bias with the work of the committee.

#### HUMANETHICS COMMITTEE POLICY

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- 4.5 A Deputy Chair shall be appointed by the Council on the recommendation of the Vice-Chancellor. The Deputy Chair should be a non-layperson from the University staff who contributes to the experience and expertise of the Committee and has experience in consensus decision making.
- 4.6 Where the appointment of a layperson as Chair is not feasible, a comment in the annual report detailing the process the Committee adopts for dealing with perceived, potential or actual conflicts of interest must be provided.
- 4.7 Members should be appointed by the Council on recommendation of the Vice-Chancellor to ensure that the Committee has the appropriate expertise, skills, knowledge and perspectives available noting that individual members may fulfil more than one category listed in 4.1.
- 4.8 The membership terms shall be for three years and appointments should be managed to ensure a systematic turnover of Committee members. Individual terms may be renewed for one term and where appropriate, for a third term by exception where the Committee would benefit from their specific expertise.
- 4.9 The balance of the LU HEC shall be to ensure equitable representation by gender (including non-binary representation).
- 4.10 The order of priority for new appointments shall be: 1) Māori, 2) gender, 3) lay versus non-lay, other 4) cultural considerations.
- 4.11 The Committee is served by a Lincoln University Research Management Office appointed Secretary whose duties include:
  - maintaining a confidential records and database of all cases considered by the Committee for a minimum period of ten years after final reporting of the project,
  - distributing copies of papers for meetings and applications for ethical approval to the Committee,
  - taking minutes of meetings of Committee,
  - handling requests for Committee publications and documents, and
  - general correspondence associated with the work of the Committee.
- 4.12 New members shall be inducted and provided appropriate training for new members and on-going training for its existing members throughout the terms of office by Lincoln University.

## 5. MEETINGS AND FREQUENCY

Most of the operations of the Committee in terms of consideration of applications for ethical approval will be conducted by email circulation throughout the year.

- 5.1 The conduct of meetings of the Committee is governed by the Local Government Official Information and Meetings Act 1987.
- 5.2 Meetings are held in confidence and are not open to the public.
- 5.3 Each meeting shall require all members to declare conflict of interest with matters arising.
- 5.4 The Committee quorum for any meeting is when a majority of the total membership (including either Chair or Deputy Chair) is present.
- 5.5 Meetings may be held electronically (e.g., Teams), however all members must have their cameras on and ensure they are in private circumstances. Electronic meetings will consider only applications deemed low risk – any high-risk applications must be considered at face-to-face meetings.

## 6. SCOPE OF ETHICAL REVIEW AND EXEMPTIONS

Research and teaching projects involving human participants and requiring review may be initiated only after the

### HUMAN ETHICS COMMITTEE POLICY

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Committee has given its approval. Applications for review and approval must be made in keeping within the Committee's operating procedures listed in section 9 below. The Committee does not grant retrospective approval.

Not all such research and teaching is subject to review by the Committee. Activities considered in and out of scope are outlined in the corresponding sections below. ~~Exemptions are listed under 6.3. Subject to the exemptions noted in 6.3 below, projects requiring review and approval by the Human Ethics Committee include any research or teaching activity in which persons participate in experimental procedures or observations or questioning or otherwise are used as a source of information or data.~~

#### 6.1 ~~Scope of Ethical Review~~ Activities requiring ethical review

Projects requiring review and approval by the Human Ethics Committee include any research or teaching activity in which persons participate in experimental procedures or observations or questioning or otherwise are used as a source of information or data.

Activities ordinarily subject to review include the following:

- 6.1.1 Any research involving human participants or human tissue, or affecting the rights and privacy of humans including surveys and interviews, conducted by a student or employee (including Adjuncts and Emeritus staff) of the university in the course of their study or employment with the university.
- 6.1.2 Projects where access is required to unpublished historical documents whose use would depend on ongoing permission being granted by individual owners or Iwi, which could be contingent on the cultural sensitivity of the intended use and communication of results.
- 6.1.3 Projects that involve human remains, tissues, genetic material or bodily fluids, noting that Lincoln University does not have the facilities to undertake research on human remains, tissues or bodily fluids and will scrutinise consideration of research applications to consider compliance with Health and Safety Policies in addition to ethical standards.
- 6.1.4 This includes:
  - Research conducted within the precincts of the University including University farms and holdings.
  - Coursework for sub degree, undergraduate or postgraduate courses, which includes laboratory exercises, projects or surveys involving human participants.
  - The scholarly investigation of teaching and learning where the research may lead to publications.
  - Research for dissertations and theses.
  - Evaluation of university services, Organisational practices or teaching programmes where:
    - Information of a personal nature is collected; or
    - Participants are identified; or
    - There is potential relationship of dependence between researcher and participants; or
    - Activities have a research component that may lead to publications.

This does not include routine Organisational quality improvement activities, e.g. academic programme evaluations or service delivery projects.

- ~~The scholarly investigation of teaching and learning where the research may lead to publications.~~

#### 6.2 ~~Low Risk Applications~~ Out of scope activities

In some cases, research or teaching activities may not require the approval of the HEC. Applicants should consult the Committee to clarify whether activities are considered within scope. Where research or teaching activities are not considered within scope, the committee expects that these activities are conducted in accordance with the principles listed under section 7.2 of this document.

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Out of scope activities may include:

- Course and lecturer evaluations undertaken by Learning, Teaching and Library, Student Administration, Lincoln University Students' Association, or academic departments, provided that this is in accordance with the provisions of the Privacy Act.
- Informal feedback surveys carried out by teaching staff for the purpose of improving teaching
- Interviews of public officials which seek merely factual and non-sensitive information (e.g. requests for statistical information, or information about public services from public agencies), or requests for publicly available documents or information (e.g. archival records).
- The observation of, or request for statements from, public officials or other prominent persons on matters of public interest or within the scope of their public duties, or requests for information from individuals or communities while acting in a client capacity (for example, a community group involved in a landscape planning or design exercise).
- Informal discussion with colleagues, family and friends, or informal contributions within class discussions, where no formal publication of the data is intended.

6.3.1 Research applications may be considered low risk when they are part of Master's or doctoral theses, or supervised postgraduate projects (including dissertations) as part of specific course requirements where the theses or projects do not raise any issues of deception, threat, invasion of privacy, mental, physical or cultural risk or stress, and do not involve gathering of personal information of a sensitive nature about or from individuals.

6.3.2 Research applications may be considered low risk when they are part of Diploma, Undergraduate or Honours class research projects which do not raise any issues of deception, threat, invasion of privacy, mental, physical or cultural risk or stress, and do not involve gathering of personal information of a sensitive nature about or from individuals.

- invasive physical procedures or potential for physical harm.
- procedures which might cause mental or emotional stress or distress, moral or cultural offence.
- personal or sensitive issues.
- potentially vulnerable, excluded, or marginalised groups.
- Tangata Whenua, whether Māori organisations, iwi, mana whenua or individuals.
- cross cultural research.
- investigation of illegal behaviour/s;
- invasion of privacy.
- collection of information that might be disadvantageous to the participant.
- use of information already collected that is not in the public arena which might be disadvantageous to the participant.
- use of information already collected which was collected under agreement of confidentiality.
- participants who are unable to give informed consent.
- where a conflict of interest exists, e.g., the researcher is also the lecturer, teacher, treatment-provider, colleague or employer of the research participants, or there is any other relationship or power imbalance between the researcher and the research participants.
- deception.
- audio or visual recording without consent.
- withholding benefits from "control" groups.
- inducements; and/or
- risks to the researcher.

#### HUMANETHICS COMMITTEE POLICY

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#### 6.4—Exemptions

~~Where research or teaching activities are exempted from the review of the committee, it is an expectation of the Committee that these activities are conducted in accordance with the principles listed under section 7.2 of this document.~~

~~Activities ordinarily exempted from review include the following:~~

~~6.4.1 Course and lecturer evaluations undertaken by Learning, Teaching and Library, Lincoln University Students' Association, or academic departments, provided that this is in accordance with the provisions of the Privacy Act.~~

~~6.4.1 Interviews of public officials which seek merely factual and non sensitive information (e.g. requests for statistical information, or information about public services from public agencies), or requests for publicly available documents or information (e.g. archival records).~~

~~6.4.1 The observation of, or request for statements from, public officials or other prominent persons on matters of public interest or within the scope of their public duties, or requests for information from individuals or communities while acting in a client capacity (for example, a community group involved in a landscape planning or design exercise).~~

~~6.4.1 Informal discussion with colleagues, family and friends, or informal contributions within class discussions, where no formal publication of the data is intended.~~

#### 6.5.4 Research approved by other human ethics committees

~~6.5.4.1~~ 6.4.1 Where research has been approved by another Health Research Council approved Institutional Ethics committee (IEC) the researcher will supply the committee with evidence of the approval and the committee will either ratify the approval or require a full ethics application.

~~6.5.1~~ Where research has been approved by another Institutional Ethics Committee that is not approved by the Health Research Council, or other non-approved ethics committee, the committee will require the researcher to

6.4.2 make a full ethics application.

6.4.3 Automatic approval is granted where the project is of a kind for which approval must be sought from a regional Health and Disability Ethics committee (HDEC) so long as a copy of the application form sent to that committee and copy of the external ethics committee's letter of approval have been received by the Human Ethics Committee.

6.4.4 Where projects are required to be reviewed by regional Health and Disability Ethics committee, the Human Ethics Committee nonetheless prefers to review them prior to submission to the external committee so that advice may be given on what if anything, the outside body may be likely to consider to be lacking in the proposal.

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~~make a full ethics application.~~

~~Automatic approval is granted where the project is of a kind for which approval must be sought from a regional Health and Disability Ethics committee (HDEC) so long as a copy of the application form sent to that committee and copy of the external ethics committee's letter of approval have been received by the Human Ethics Committee.~~

~~6.5.2 Where projects are required to be reviewed by regional Health and Disability Ethics committee, the Human Ethics Committee nonetheless prefers to review them prior to submission to the external committee so that advice may be given on what if anything, the outside body may be likely to consider to be lacking in the proposal.~~

#### **6.6.5 Focus groups and pilot studies**

~~6.6.4~~ **6.5.1** Focus groups may be convened, or pilot studies undertaken, for the purposes of developing a research instrument prior to full ethical approval being gained. The process will include:

~~6.6.4~~ **6.5.2** The Researcher must notify the Human Ethics Committee Chair in writing that they seek permission to convene focus groups or undertake a pilot study with the sole purpose of preparing a research tool. In the request (see Human Ethics Committee web site for proforma document) the researcher must state that all the conditions in 6.4.3 have been met. Their supervisor or manager must countersign the notification. The notification must be sent to the Committee five working days prior to the focus group or pilot study being undertaken and receive approval.

~~6.6.4~~ **6.5.3** The permission to undertake focus groups or pilot studies is only permitted when the following conditions are met to the satisfaction of the Chair or Deputy Chair according to 6.4.2:

- There is no risk of harm to participants.
- The sole purpose of the focus group for pilot study is to provide data to develop a research instrument and not to collect research data.
- The data to develop the research instrument is destroyed after the instrument has been developed (aggregate data may be kept for the sole purpose of justifying the development of the research instrument).
- The data to develop the research instrument is not used in a publication (including dissertation or thesis).
- The focus group or pilot study participants are adults.
- The total number of participants involved is limited to 40 persons.
- The researcher must not have a relationship with the participants where by potential participants could feel under pressure to participate (e.g. tutor/student relationship).
- A statement of the date of completion of the focus group or pilot study.

~~6.6.4~~ **6.5.4** The decision to approve a preliminary study (focus group or pilot study) shall be recorded and the applicant required to provide a short report within 30 days of completion.

#### **6.7.6 Third party research**

Where research involves an agreement or contractual relationship with a third party organization or group to undertake some or all of the research, then the applicant should complete and have signed by the third party and protocol (see Human Ethics Committee web site) which gives an undertaking that in administering and conducting the research the third party will:

- (i) Comply with ethical standards, including the practices, policies and guidelines of the Lincoln University Human Ethics Committee;
- (ii) Comply, administer and conduct the research in accordance with the terms of the ethical approval of the research given by the Human Ethics Committee.

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- (iii) Provide a final report to the applicant providing all necessary detail for submission to the Human Ethics Committee.

## 7. ETHICAL PRINCIPLES FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

### 7.1 Ethics in research with human participants

Lincoln University recognizes that individual researchers and teachers are familiar with the methods and subject matter particular to their own disciplines, are in the best position to judge the ethical implications of their matter particular to their own disciplines and are in the best position to judge the ethical implications of their research and teaching activities. Nevertheless, because of the need for impartiality, consistency, and the maintenance of high standards of ethical conduct, all non-exempted research and teaching involving human participants must be approved by the committee. The Lincoln University Human ethics committee is approved by the Health Research Council and its continuing approval is dependent upon the HRC being satisfied that the Committee maintains sufficient standards and procedures for the review of research activities.

The ethical review of applications is conducted primarily in terms of the principles listed in 7.2 below. These ethical principles are general and their interpretation and application to the design and conduct of research and teaching activities requires knowledge and judgement suitable to these contexts. In their application the requirements of differing and potentially competing ethical principles may need to be balanced.

### 7.2 Key ethical principles

The principles guiding the Committee's review of research and teaching that involves human participants are:

#### (1) Beneficence

The principle of beneficence entails considering the public good that may follow from human acts. A beneficent act is one that promotes the good of an individual or group. Human goods include but are not limited to the provision of personal well-being or happiness, increases in material goods or human prosperity, advances in human self-determination or knowledge. Researchers should consider the contribution that their research activities will make to individuals, groups, and wider society. The good of the research participant directly involved in a project is a fundamental consideration or research ethics, as is any good that may follow more generally from the research project or its contribution to knowledge.

#### (2) Non-maleficence

Non-maleficence is an ethical principle that describes the duty to act in a way that causes no harm, or to act so as to prevent possible or foreseen harmful events. Harms may be suffered by individuals but also to group's communities or institutions. Harm is not restricted to physical injury, but may also involve psychological harms, damages to personal property, injuries to reputation, or harm to personal autonomy. Researchers and teachers have a moral duty to consider and guard against potential harms that may be caused by their activities. The greater the potential harm, the more care needs to be taken to eliminate, minimize or reduce the risk of that harm.

#### (3) Autonomy

The principle of autonomy refers to ethical objective of self-determination, or the ability of people to make their own decisions and perform actions for their own reasons. The right to privacy and the ability to determine how personal information is conveyed or disseminated are other important aspects of personal autonomy. Autonomy may also refer to the self-determination of groups within society. Respect for individual autonomy is fundamental consideration with the design and conduct of research involving human participants, particularly with their recruitment into research projects, the right to privacy of research participants, and the confidentiality of the information participants provide.

#### (4) Justice

The ethical principle of justice concerns the equitable distribution of benefits and costs, and the fairness, impartiality, or objectivity with which individuals are treated. Researchers and teachers should keep in mind

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that design of research problems and the recruitment and selection of research participants, is fair and equitable with respect to its treatment of different groups within society. The principles of justice also enjoins researchers to consider how the benefits and burdens of the researcher projects are apportioned.

## 8. GUIDELINES FOR CONDUCTING ETHICAL RESEARCH WITH HUMANS

### 8.1 Applying the key principles to the design and conduct of research with human participants.

Researchers and teachers should take account of these principles in planning their projects and preparing their proposals. Some implications of the principles are indicated below. These are guidelines and do not exhaust the possible implications of the key ethical principles for the design and conduct of research with human participants.

### 8.2 Informed and voluntary consent

- (1) Informed consent is a dynamic process that begins with a researcher's first contact with a potential participant and continues through to the end of the participant's involvement in the research. The informed consent process requires effective and reciprocal communication between the researcher and potential participants.
- (2) Researchers must provide potential participants with information about the research they are being asked to participate in, potential risks and benefits, as well as the opportunity to ask questions and give their free and informed consent to participate in research, or to decline to do so.
- (3) In New Zealand, the concept of mana tangata (personal autonomy) refers to a person's right to participate in research and their right to be appropriately informed of risks of harm to themselves or their collective. Through clearly explaining the requirements for informed consent, researchers must demonstrate respect for the mana of participants.
- (4) The default starting point is that informed and voluntary consent of participants must be obtained, in writing, before the start of their participation in the project. In limited circumstances, aspects of the consent process may be modified, or the requirement to obtain consent may be waived.
- (5) All participants must be competent to give informed consent. This means the participant must be able to understand the information relevant to their decision to participate in research, assess it, retain it, make a decision, and communicate that decision. Care must be taken to assess participants' competence, especially when dealing with groups that may have limited competence, especially children. Informed consent must be obtained from the participant. In the case of children, it may also be appropriate to seek approval from a parent or guardian especially where the child is particularly young, the research involves a significant commitment from participants, or touches on sensitive issues – however this does not remove the need to also obtain the child's consent.
- (6) Any departure from the standard of fully informed, written consent must be justified in terms of the necessity to the scientific aims of the project or the research method.
- (7) Participants must also be alerted to their right to decline to participate in the research, and to withdraw from it at any time (including withdrawal of information they have provided) without prejudice to any of their pre-standing rights or privileges.
- (8) Participation must not be obtained through coercion of any sort, or inducement beyond reasonable compensation for participation.
- (9) In some research involving groups of persons, it may be necessary to obtain consent from leaders of the group, as well as from members. Consent of a group leader is not sufficient in itself.

- (10) Where prospective participants are not capable of giving informed consent to their own participation (as in the case of young children) this must be obtained in writing from a legal representative of that person. Even where consent has been obtained in this way, dependent persons must not be required to participate against their will.

- (11) Researchers should refer to and comply with the [National Ethical Standards for Health and Disability Research and Quality Improvement](#) for further details of how to obtain informed consent.

### 8.3 Privacy and confidentiality

- (1) Research will usually include collecting personal information from participants, and the Privacy Act applies, and must be complied with.
- (2) The key requirements of the Privacy Act are that the participant is informed how and why information will be collected, and the purposes for which it will be used and disclosed; and that the researcher protects and securely stores the information to prevent disclosure.
- (3) Researchers will usually give an undertaking to participants' that their personal information will not be disclosed or used in any identifiable way (other than to the researcher(s) their supervisor(s) and the Human Ethics Committee. Where such an undertaking is given, it must be complied with.

### 8.4 Limitation of deception

- (1) Deception of participants is allowed only in the extraordinary situation when it has been shown to be appropriate and necessary for meeting the objectives of the project and that the information cannot be objectively obtained in any other way, and where there is some compelling benefit that justifies the conduct of the research project. Any use of deception, either by the intentional dissemination of falsehoods during the research recruitment or procedure, or the omission of relevant information during these, must be justified in terms of the necessity to the scientific aims of the project or the research method.
- (2) As soon as possible following completion of a project activity where deception has occurred, participants must be provided with an explanation of the true state of affairs and of the need for the deception, and should then be given the opportunity to withdraw from participation in the project, including withdrawal of any information they have provided.

### 8.5 Minimisation of risk

- (1) Researchers must endeavour to minimise any risks attendant on participation; such risks include pain, stress, emotional distress, embarrassment, and moral or cultural offence.
- (2) Prospective participants must be informed of any potential risks at the time when informed consent is sought, and should also be consulted to ascertain any potential risks that they foresee.
- (3) Projects involving human participants must be supervised by suitably qualified personnel to mitigate risks to both researcher and participants.

### 8.6 Reimbursement, inducements, and compensation

- (1) It is appropriate to reimburse participants where they have incurred costs due to their participation in research projects.
- (2) It is appropriate to compensate research participants for their time. Any payments or other forms of compensation must not be so large as to unduly influence or coerce participation in the project.
- (3) Information regarding known risks to participants, and if compensation is unlikely to be available for any injury as a result of the research project, should be included in the Information Sheet.

- (4) Where the proposed research is likely to impose significant costs on any Faculty, Department or Centre, the researcher must first obtain the written approval of the appropriate manager for the research to proceed under university auspices.
- (5) Researchers will be required to indicate if their proposed research is sponsored or commissioned by an outside funder. The committee will determine whether the research is primarily for the benefit of the sponsor. Where the answer is in the affirmative, then the sponsor will be required to indemnify the researcher, the university and the institutional ethics committee members for any liability which may arise through a claim by any participant in the research project which is not otherwise eligible for coverage by ARCIC.

#### 8.7 The Treaty of Waitangi / Te Tiriti o Waitangi and Māori research

- (1) [The Education and Training Act 2020](#) enjoins educational institutions to acknowledge the principles of the Treaty of Waitangi. All research projects conducted at the university must accord with, where appropriate, the spirit of the Treaty of Waitangi. All parties involved in research project must respect the principles of partnership and sharing implicit in the Treaty.
- (2) Where research includes one or more of the following:
  - Involves Māori research participants
  - Has relevance to Māori
  - Is Māori-centred
  - Involves Māori researchers (which may include Kaupapa Māori research)

Then the applicant should read the Health Research Council's Guidelines for Researchers on Health Research involving Māori and [Te Ara Tika: Guidelines for Māori Research Ethics: A framework for researchers and ethics committee members](#). This should occur prior to making an application to the Human Ethics Committee. This document provides a framework for Māori ethics involving four key principles: whakapapa (purpose and relationships), tika (research design), manakitanga (cultural and social responsibility) and mana (justice and equity). All research conducted in New Zealand is of interest to Māori and researchers must acknowledge and engage with the four principles in the design and conduct of their projects.

- (3) Where research focuses on Māori as a cultural group, or has clear implications for, or is of direct interest to Māori, the researcher must show due care in consultation of Māori in the preparation of the research project. This should involve conducting meaningful engagement with Māori cultural and ethical values and/or consultation with relevant whanau, hapū or iwi.

#### 8.8 Social and cultural sensitivity

- (1) The researcher has a moral obligation to treat all participants and interested parties with respect and dignity. Researchers should make every effort to investigate and avoid possible sources of social or cultural offence in the design, conduct and dissemination of studies.
- (2) Where appropriate, research activities and documentation will employ the first language of the participants.
- (3) Researchers will take measures to approach and recruit participants through appropriate channels, showing respect for local customs and social arrangements. Where possible, researchers will consult cultural and social groups to discuss the appropriateness of their intended research methods.

#### 8.9 Vulnerable participants and groups

- (1) Research with vulnerable individuals and groups may often be appropriate, but researchers must take special care to ensure that the interests of these participants are protected.



- (2) Researchers must notify the Committee where they intend to interact with a vulnerable individual or group, describe the reasons for the vulnerability of the individual or group, and convey to the Committee any measures that will be taken to protect the interests of the participants.

#### 8.10 Conflicts of interest

- (1) It is the duty of researcher to take steps to identify and avoid conflicts of interest in the design and conduct of research projects, and in the dissemination of the findings of that research.
- (2) If the research is funded, researchers will be required to disclose to the Committee the source of the funding.
- (3) Researchers should make efforts to identify potential sources of conflict or dependence between parties involved in the research such as researcher and participants, staff and managers, or parents and children. Cases of researcher/participant dependence must be made known to the Committee.

#### 8.11 Security, retention and destruction of data

- (1) Data must be handled and stored in such a way as to maintain the safe custody of the data for the duration of the study.
- (2) Where audio, video, or other electronic means of recording data are used special care must be taken to ensure the confidentiality and privacy of any participants identified in the recordings. The use of electronic data gathering techniques such as audio and video recording should typically be accompanied by a specific opportunity for participants to consent to such recording.
- (3) Researchers must have in place a plan for the future retention or destruction of primary data, and a clear indication must be made to the Committee of the nature of these plans. Special care must be taken to the storage, retention, or destruction of digital data.

#### 8.12 Human remains, tissue and bodily fluids

Lincoln University facilities are not registered to a standard that permits activities with un-screened human body samples. Due to the high risk of infectious diseases any activities with human body samples are not permitted without the express permission of the Vice-Chancellor and Biocompliance Officer, notwithstanding any additional Human Ethics Approvals that are required.

- (1) All human remains, tissues and bodily fluids collected during the course of the research must be treated with care and respect and utilised only for the purpose for which they were originally obtained.
- (2) Special consideration must be given to ensure that Māori tissue or blood samples are obtained, stored, used and discarded in a culturally appropriate way.

#### 8.13 Research conducted outside of New Zealand

- (1) Where research is conducted outside of New Zealand, efforts should be made to meet the ethical requirements of the locality in which the research takes place.
- (2) Where research is conducted in association with an overseas university or institution that requires ethical review, ethics approval should normally be sought from the university or institution and any approval obtained should be supplied to the Lincoln University Ethics Committee.

### 9. OPERATING PROCEDURES

Though the Committee uses a set of procedures to provide uniform and expeditious treatment of applications, members of the Committee do not see themselves essentially as operating a bureaucratic hurdle or policing body. A major part of the role of its operating procedures is to educate staff and postgraduates about ethical issues that arise in the use of human participants.

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### 9.1 Application methods

Submissions to the Committee should be made on the latest Human Ethics Application Form and should be submitted along with relevant research documents to the Human Ethics Committee Secretary via email to [ethics@lincoln.ac.nz](mailto:ethics@lincoln.ac.nz).

The application form is available from the [HUB](#) or [Akoraka/Learn](#) or from the Secretary of the Human Ethics Committee ([ethics@lincoln.ac.nz](mailto:ethics@lincoln.ac.nz))

Before obtaining and completing an application Form, potential applicants should read the Committee's Principles and Guidelines, model project information sheets, consent forms and other research documents which are available on both the HUB and Akoraka/Learn.

#### 9.1.1 Applications for dissertation and thesis research

Approval by the Human Ethics Committee is to be obtained prior to commencement of any research studies.

Honours dissertation applications must be made by the examiner or supervisor.

Normally postgraduate Masters or Doctoral students must make their own applications, in good time, for review and approval of their projects after due consultation with their supervisors.

It is a duty of the supervisor to ensure that postgraduate students are aware of Lincoln University's requirements for ethical approval of research involving human participants. Supervisors must check and sign off applications before they are submitted to the committee.

#### 9.1.2 Applications for Degree and Diploma course work

The examiner is required to seek ethical conduct approval of this Committee for undergraduate or postgraduate course work involving human participants. Only one application needs to be made for each degree or diploma course. Once granted, approval will remain in force for three years unless substantial changes are made to the degree or diploma course or unless the laboratory, project or survey concerned is changed. A new application for ethical conduct is required after three years, however annual reports should be made to the Committee.

Applications for blanket coverage of degree and diploma units should be made on Applications for Courses form and should contain the following:

- (i) A copy of the laboratory manual for the degree or diploma unit in question, which should include a copy of the consent form students will be asked to sign.
- (ii) A copy of the subject outline.
- (iii) A covering letter outlining the nature of student projects entailed in the unit in question and explaining how they will be conducted in an ethical manner.

The application must provide full and adequate information regarding the nature of the students' projects or exercises, and evidence that students are acquainted with these principles and guidelines and will apply them. The lecturer in charge of the activity must ensure that the students are acquainted with these principles and guidelines and that the projects or exercises are conducted in accordance with them.

#### 9.1.3 Applications from Lincoln University employees

Applications must be signed off by the employee's line manager before they are submitted for review by the Human Ethics Committee.

### 9.2 Yearly application cut-off date

Applications may be submitted at any time before the University close-down in December, but new applications will not be reviewed by the Human Ethics Committee after December 15<sup>th</sup>. Any applications received on or after December 15<sup>th</sup> will be considered when the Committee resumes on January 15<sup>th</sup> (or the

next working day) the following year. Applicants should allow 10 weeks during this time for any applications submitted mid-December.

### 9.3 Review of applications

Once the Secretary of the Committee has received a set of application forms a reference number and date of distribution will be attached to them by the Secretary and they will be distributed to members.

When distributing applications, the Secretary will note if the matter is urgent, for example because a client requires a speedy turnaround if an opportunity is to be grasped by a research team; however, urgency is unlikely to be recognised where deadlines have been publicised long in advance and applications have been prepared without due regard to them. Once applications have been circulated, procedures are as follows:

- (1) Members of the Committee will send the Chair their comments on the application. Wherever possible, electronic mail is to be used for such communications. Where members see no reason to object to an application being approved without modification, they will simply send to the Chair a message stating the reference number and their approval.
- (2) Where a committee member has an interest in an application, they must disclose such interest.
- (3) Comments received within fourteen days of the date of distribution will be examined by the Chair, mindful of his/her own perspectives on the application, for the presence of a consensus view. Where an application has been classed as urgent, the Chair will normally expect to receive enough sets of comments within four working days of members receiving copies of the application.
- (4) When the Chair has received responses from all other members of the Committee and believes that members of the Committee differ only in matters of detail in their reactions to the application, the Chair will write, on behalf of the Committee as a whole, to the applicant, outlining the decision on the application. Where appropriate, this letter will outline the Committee's areas of concern and views on desirable amendments to the proposal which the project leader must discuss with the Chair; in the light of such discussions and written agreements about modifications, the Committee's approval may be granted via the Chair.
- (5) Each meeting of the Committee will receive:  
For each application granted approval since the previous meeting through the process described in (3) above, the outcome of the application; and  
A brief summary of the nature of the project.
- (6) Where the Chair of the Committee discovers that members of the committee do not broadly agree about an application's suitability for ethical approval, then the application will be referred to the Secretary to be added to the agenda of the next meeting of the Committee. On some occasions the project leader may be invited to the meeting. The Secretary will advise the project leader that the application has not proved straightforward to assess and of the date of the meeting at which it will be considered by the Committee. Where the timelines threaten the viability of the project, project leaders may appeal to the Chair of the Committee for consideration under urgency and/or discuss with the Chair aspects of the application that have proved controversial among members of the Committee.

In the light of such discussions the project leader will be free to withdraw the application and submit a revised one.

- (7) The Committee may make such enquiries as are necessary for the purposes of assessing and making a decision upon any application. Enquiries may be made with any person outside the Committee and some disclosure of information received from the applicant and from third parties in support of the application may be required for that purpose. Disclosure of such information will be subject to an obligation of confidence.

- (8) Subject to the paragraph above, the Committee will ensure that no information of a personal nature supplied with any application is disclosed to any person, other than the Committee members, without the authorisation of the individual concerned, or otherwise in compliance with the Privacy Act.
- (9) Individuals may at any time exercise the right to seek access to, and correction of, any personal information held by the Committee on that individual, and any such request will be considered in accordance with the Privacy Act.
- (10) Any final decision on an application is subject to approval being received, where necessary, from another University committee or committees.

#### **9.4 Monitoring of project implementation**

- 9.4.1 The Committee may from time to time conduct audits of projects that have been approved, to ensure that they have been implemented in accordance with procedures approved in the review process.
- 9.4.2 Audits of project implementation may be done on a random basis or may be undertaken in respect of particular projects about which the Committee has been given cause for concern.
- 9.4.3 In the process of undertaking an audit, the Committee will have the right to request access to signed consent forms and to solicit opinions from samples of participants about the ways in which projects under audit were implemented.
- 9.4.4 Where the Committee has been given reason to believe that non-exempted projects involving human participants are being or have been undertaken without first having been approved by the Committee, the Chair of the Committee will consult with the relevant Associate Dean Research, Head of Department or Centre Director prior to engaging in an investigation. If an investigation is embarked upon, the project leader will be notified about the concerns of the Committee and will be provided with an opportunity to make representations to the Committee. In the meantime, activity on the project will cease forthwith (see 9.7).
- 9.4.5 Where audit work by the Committee uncovers ethically unacceptable conduct on the part of researchers and teachers using human participants in their projects, reports of such findings will be submitted to both the Vice Chancellor and reported to Council. In such a case, the project leader will be notified about the concerns of the Committee and will be provided with an opportunity to make representations to the Committee. In the meantime, activity on the project will cease forthwith (see 9.7).
- 9.4.6 The Committee may uncover ethically unacceptable conduct through its audit activities and undertake investigation. The Committee will submit reports on its findings to Council and to the Vice Chancellor who is responsible for consideration of instituting any disciplinary action against the parties responsible for the misconduct.

#### **9.5 Researcher reporting responsibilities**

- 9.5.1 If contingencies require the alteration of the research proposal that has been the subject of committee approval, the researcher will report any intended change in the methodology to the committee prior to implementation. The Committee shall forthwith take the matter under advisement and review the proposal's ethical status.
- 9.5.2 Where, during the course of any approved research, an adverse event happens or unexpected circumstances occur arising from or seemingly connected with the research, the researcher shall within 24 hours notify the Committee. The Committee shall forthwith take the matter under advisement and review the proposal's ethical status. Activity on the project shall cease until such time the Committee has reviewed matters relating to the event.

9.5.3 At the conclusion of the work component of the research project the researcher will provide a final report to the Committee that the work has been completed, provide a brief summary of findings including dates of research activities and indicate compliance with the terms of the approval. Applicants are welcome to provide feedback to the Committee on ethical issues encountered during the course of the research. Such feedback assists the Committee in its work.

#### **9.6 Compliance**

9.6.1 The responsibilities of applicants for HEC approved projects will be clearly outlined on the application form including the obligation to provide a final report back to the committee by a specified date.

9.6.2 The Committee shall consider final reports to ensure compliance with the terms of approval and minute formal acceptance. Should the final report present insufficient information, the Committee may formally request a revision of the final report to include additional information to verify compliance.

9.6.2 Where a final report has not been received, or where additional information is required to assess compliance, the HEC Secretary shall issue a formal written request on behalf of the Chair, for the final report to be received within 30 days.

9.6.3 The applicant may request an extension for final report through the HEC Secretary.

9.6.4 If the report is not received or a request for extension has not been granted, or the requested revision has not been received, the Chair shall issue a second formal request.

#### **9.7 Power to Suspend, Revoke and Vary Approvals**

9.7.1 The Chair is authorised by the Chancellor to issue a suspension or termination notice for any approved ethics application being undertaken by Lincoln University staff or students, or any work undertaken by other organisation/individuals operating under approval of Lincoln University HEC. The reasoning for suspension or termination must be clearly stated in the letter and in the case of suspension, a statement of remedial actions necessary to reinstate (including deadlines).

9.7.2 Formal written confirmation of suspension or termination will be delivered within 24 hours of suspension or termination to the responsible person for the ethics approval, CC to the Vice-Chancellor, by the Chair.

9.7.3 Projects that have been suspended may be reinstated once the reason for doing so has been resolved to the satisfaction of the Committee.

9.7.4 Failure to provide an acceptable final report after two formal requests that meets the requirements of the HEC will be deemed a breach and shall be reported to the Vice-Chancellor and Council.

9.7.5 In the event of failure to produce completed reports, the HEC has the right to decline future applications or withhold the outcome of the committee decision, until the breach is rectified.

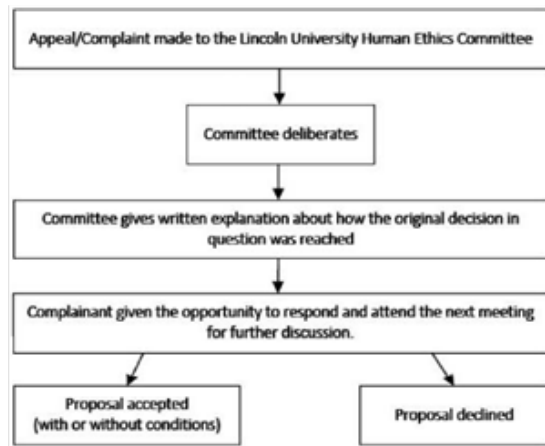
#### **9.8 Review of procedures**

From time to time the operating procedures of the Committee will be subject to review, to ensure they are achieving their intended purpose.

#### **9.9 Appeal and complaints procedure**

9.9.1 Appeal/Complaint is received from an applicant when a proposal is declined.

If the decision is still to decline the proposal, researchers may seek a second opinion on research and innovative treatment proposals, service and treatment issues from the HRC Ethics Committee.



9.9.2 Complaints received from individuals other than the applicant about the decision-making process used by the Lincoln University Human Ethics Committee in reaching particular decision.

If complaint is unresolved to the complainant's satisfaction, it may be referred to the HRC Ethics Committee.

9.9.3 Complaint received from participants that research is not progressing according to terms agreed by the Lincoln University Human Ethics Committee

The Ethics Committee will send the complaint to the researcher for comment. The complaint must be in writing (the advocate, where appropriate, working under the Health and Disability Commissioner may be contacted to assist in writing the complaint). It is possible for an Ethics committee to warn the researcher and the provider that no longer have protection from the legal redress that an Ethics Committee gives if a protocol has been altered without approval. The complainant will be kept informed.

9.9.4 Complaints about the performance of Lincoln University Human Ethics Committee members

Complaints about the performance of Lincoln University Ethics Committee members may be received by:

- The Committee itself; or
- The contracting organisation; or
- The Vice-Chancellor acting on behalf of the Council.

In all instances, the Chair and members will be informed of the issue. The Vice-Chancellor (or delegate) will investigate the issue and follow up on the complaint to the point of resolution.

Notification of the outcome of the complaint must be given to the Chancellor.

**10. REVIEW**

This policy will be reviewed by the Chair of the Human Ethics Committee and Provost every three years.

Manager: Chair of the Human Ethics Committee

Approval Date: July 2024

Approval Body: Council

Next Review Date: June 2027

**11. APPENDIX 1: APPLICATION FORM FOR ETHICAL APPROVAL FOR A PROJECT INVOLVING HUMAN PARTICIPANTS**

Please refer to the HUB or Akoraka/Learn pages for the latest application documents.



## Vice-Chancellor's Office

Version:

## Equity, Diversity and Inclusion Policy

Author: Paula Morrison

Date: 16/04/2025

SLT Authoriser: Professor Grant Edwards

### Purpose

To present the outcomes of the review of the Equity, Diversity and Inclusion Policy to the Lincoln University Council.

### Recommendations

That the Lincoln University Council:

1. approves the revised Equity, Diversity and Inclusion Policy as attached in **Appendix A**.
2. endorses the establishment of an Equity, Diversity and Inclusion Taskforce as outlined in **Appendix B**.
3. endorses the establishment of an Equity, Diversity and Inclusion Strategic Framework as outlined in **Appendix C**.

### Executive Summary

#### Background

A gap analysis of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 identified a gap in relation to Outcome 2 Learner Voice: *Providers must have practices for (a) proactively building and maintaining effective relationships with diverse learner groups within their organisation.*

The analysis noted that Lincoln University's Rainbow students were dealing with discrimination and abuse and recommended the creation of a Rainbow Policy to be developed in partnership with Rainbow students. Following a meeting on 15 December 2021 with members of SPACE, LUSA, Te Manutaki, International Advisors, Customer Experience, and Inclusive Education, it was agreed that the Academic Quality and Policy Manager would craft an Equity, Diversity and Inclusion Policy.

#### Consultation and Approval

Versions of the policy were reviewed and revised by the groups listed above together with members of the Equity, Diversity and Inclusion Working Group and the Facilitator of the Kaitiaki Hauora Wellbeing Group.

Members of the University community were subsequently invited to review the draft policy and provide feedback between 23 August and 23 September 2022. The draft was also provided to the Lincoln University Chaplaincy, the Christian Fellowship and the Lincoln University Muslim Association for their observations and feedback.

All comments and feedback were reviewed and considered by Professors Roslyn Kerr and Paul Dalziel (EDI Steering Group). As a result, some revisions to the policy were made including alignment of the language



around wellbeing with the definitions in the Lincoln University Mental Health, Mental Fitness and Wellbeing Strategy.

The final version was approved by Council in December 2022, with a review period of one year.

#### **Review**

Members of the University community were asked to provide feedback on the EDI Policy over a three-week period in November 2023.

In August 2024, I undertook, at the request of the Vice-Chancellor, to establish an EDI Policy Review Group with representation from across the university community. The EDI Policy Review Group is comprised of:

- Janelle Blythe, Manager, Student Experience
- Caterina Campese, International Student Rep, LUSA
- Dr Megan Clayton, Director, Pathways and Quality
- George Gibbs, Disability, EDI and Wellbeing Rep, LUSA
- Carissa Maitland, HR Business Partner, Human Resources
- Moses McGoon, Lincoln University Pacific Island Association
- Alex Michel-Smith, Safer Communities Programme Advisor
- Associate Professor Nazmun Ratna, Faculty of Agribusiness and Commerce
- Logan Robinson, Team Leader, Inclusive Education
- Paul Rutherford, Agribusiness and Economics Research Unit
- Dr Trudie Walters, Faculty of Environment, Society and Design
- Zara Weissenstein, Rainbow EDI and Wellbeing Rep, LUSA

#### **Meetings and review**

The EDI Policy Review Group met four times: 30 August, 17 September, 1 October and 1 November. In addition to the policy, the collated and anonymised feedback was provided. The policy was reviewed section by section with revisions made to each section. These are itemised below. Due to the volume of changes the revisions have are not tracked in **Appendix A**.

The Group also discussed the lack of progress in establishing an EDI Strategic Framework, the lack of any monitoring or reporting, and no clearly defined commitment from the University in respect to a culture of equity, diversity and inclusion.

Reference was made to the work previously undertaken by the EDI Steering Group (set up by the Academic Board in mid-2020), however, that Group has not met since 2022. Their remit was to recommend effective development, establishment and implementation initiatives of best EDI practice across the University. A number of the goals outlined in their paper to SMG in July 2021 are echoed in the revised policy as well as in each of the appendices to this paper which includes a draft Terms of Reference for an Equity, Diversity and Inclusion Taskforce and a draft Equity, Diversity and Inclusion Strategic Framework.

#### **Revisions to the EDI Policy**

- Aroka | Purpose: amended to Whakaupo | Introduction and includes the model of disability subscribed to by the University.
- New section added: He Manawanui | Commitment, which defines the University's commitment to EDI, noting some of the text has been shifted from the kaupapa here | policy section.
- He Whaitake | Application: shifted to point 3 and extended to note the application of the policy both on and off campus.
- Kā Whakamāramataka | Definitions:
  - Disability: amended to reflect the definition from the United Nations Convention on the Rights of Persons with Disabilities.
  - Diversity: added ethical beliefs and gender identity.

- Diversity Groups: staff and students changed to people; added asexual, gender diverse people and women. Removed adult and distance/offshore student.
  - Equity: modified to read “the opportunity to have or to be supported to have successful outcomes”.
  - Equitable outcomes: modified to read “has the opportunity or is supported to reach their full potential”.
  - Exclusion (new), including Social Exclusion
  - Impairment (new)
  - Neuro diverse people amended to Neuro-divergent community to reflect current terminology
  - Mental Fitness and Mental Health: removed
  - Students from low socio-economic backgrounds amended to People from...
- Kaupapa Here | Policy amended to Kā Mātāpona | Principles
  - Kā Haepapa | Responsibilities: the responsibilities of the Vice-Chancellor have been extended and those of the proposed Equity, Diversity and Inclusion Taskforce have been included.
  - Kā Tukuta Iho | Outcomes: the reference to ESG reporting has been moved to the Monitoring and Accountability section of the draft EDI Strategic Framework.

## **Other**

### *Disability / Accessibility Policy*

The Review Group felt that the revised EDI Policy and the Complaints Policy and Procedures set the minimum standards for addressing EDI at the University and collectively cover disability and accessibility to the point where a separate Disability / Accessibility Policy is not required (ref. Disability Action Plan, Goal UC13 Policy). This is supported by the Team Leader, Inclusive Education and the Disability Reference Group.

### *EDI Taskforce*

The Review Group saw the need to establish an EDI Taskforce and reporting mechanisms. A draft Terms of Reference for this EDI Taskforce is presented. The Review Group’s recommendation for leadership of is through co-governance – similar to that of the Student Experience Board – with a student and non-student Chair. The Review Group acknowledges that whilst each member of SLT has EDI responsibilities, it is recommended that the non-student role of Chair is not from SLT as this has the potential to create a power imbalance.

### *Monitoring and accountability*

A more detailed expression of the required monitoring and accountability is outlined in the draft EDI Strategic Framework, which the proposed EDI Taskforce may wish to adopt. EDI statistics, data, reporting frequency, structure, and key inputs will need to be identified.

# POLICIES AND PROCEDURES



## Kaupapa Here Ararau Tōkeke | Equity, Diversity and Inclusion Policy

**Last Modified:** 01/10/2023  
**Review Date:** 30/09/2026  
**Business Owner:** Vice-Chancellor  
**Approval Authority:** Council

### 1. HE WHAKAUPOKO | INTRODUCTION

The purpose of this document is to present Te Whare Wānaka o Aoraki | Lincoln University's Equity, Diversity and Inclusion Policy.

Note: Lincoln University subscribes to the social model of disability wherein individuals have impairments but rather than the impairment disabling a person, the barriers created by an inaccessible society are the disability.

### 2. HE MANAWANUI | COMMITMENT

Te Whare Wānaka o Aoraki | Lincoln University (hereafter: "the University") is committed to equity, diversity and inclusion, and seeks to provide a safe, inclusive, equitable and welcoming environment – both physical and digital – to all members of its community for the purposes of ako (learning), rakahau (research) and mahi (work). The University aspires towards mana enhancing outcomes, i.e., the promotion of dignity and personhood, and the provision of an environment in which all students and staff are supported towards achieving their full potential.

### 3. HE WHAITAKE | APPLICATION

This policy applies to all members of the University community, including, but not limited to staff members, students, visitors, and contractors. Further, the policy applies to members of our community when they are representing the University both on and off campus.

### 4. TAKATA WHENUA

The University recognises the unique status of Māori as takata whenua and acknowledges their rights under Te Tiriti o Waitangi and their under-representation in the tertiary education environment. This policy supports the Māori Plan pou of Te Whare Wānaka o Aoraki Lincoln University Strategy 2019-2028.

### 5. KĀ WHAKAMĀRAMATAKA | DEFINITIONS

**Disability:** any long-term physical, mental, intellectual or sensory impairment which, in interaction

with various barriers, may hinder the full and effective participation of disabled people in society on an equal basis with others (United Nations Convention on the Rights of Persons with Disabilities).

The experience of disability is influenced by the nature of a person's impairment. Gender identity, age, ethnicity, and culture can also have a profound and sometimes compounding effect on an individual's experience of disability.

Disability may be permanent or temporary; however, the impact of impairment can be fluid depending on the individual's circumstances.

**Discrimination:** denial of participation or human rights to categories of people based on prejudice. This includes detrimental treatment of an individual or group based on their actual or perceived membership of a certain group or social category. Discrimination may be conscious or unconscious, direct or indirect.

**Diversity:** diversity refers to difference or variety. In a broad EDI context, this incorporates demographic or identity diversity, including but not limited to disability, ethical beliefs, ethnicity, sexual orientation, gender identity, socio-economic status, age, language, politics, or religious/spiritual beliefs. In a university context, we aim to respect, understand, appreciate and realise the benefits of all the differences, backgrounds, and experiences reflected in our community.

**Diversity Groups:** people who are more likely to experience barriers to accessing and succeeding at the University, as students and staff. The University supports Māori and diversity groups including, but not limited to:

- Pasifika people
- People with disabilities
- Lesbian, Gay, Bisexual, Transgender, Takatāpui, Queer, Intersex, Asexual + (LGBTQTIA+) students and staff
- Neuro-divergent community
- Gender diverse people
- International students and staff
- People from refugee backgrounds
- People from low socio-economic backgrounds
- First in family to attend university
- Religious / faith-based groups and individuals.
- Women

**Equity:** fairness and access to education and the workplace, and the opportunity to have or to be supported to have successful outcomes. Sometimes individuals need to be provided with appropriate but not necessarily identical pathways to others in order to achieve this. This is acknowledged in the Human Rights Act 1993 (Section 39), through a stipulation that any affirmative or proactive measures needed to ensure equal participation for disabled people, or needed to eliminate systemic discrimination, must be reasonable.

**Equitable outcomes:** an equitable outcome is one where every individual regardless of difference, background or experience has the opportunity or is supported to reach their full potential.

**Exclusion:** the instance of being left out; the act of not allowing someone to take part in an activity or to enter a place; a process by which people are isolated or segregated from benefitting from services offered to others due to the diversity they present. **Social Exclusion:** a state in which individuals are denied the opportunity to participate fully in economic, social, political and cultural life.

**Impairment:** an impairment can be intellectual, psychiatric, physical, neurological or sensory, and be temporary, intermittent or ongoing. People may acquire an impairment through an accident or illness, and/or a person may be born with an impairment. Multiple impairments are common, especially with increasing age (Office for Disability Issues).

**Inclusion:** the act of creating an environment where all are welcomed, valued, respected, and able to reach their full potential.

**Mana Whenua:** the people who exercise kaitiakitaka and possess the rights to hold responsibility for land and/or resources in a geo-political area. Te Taumutu Rūnaka are the mana whenua of the land where the University is situated.

**Marginalisation:** the experience of being excluded from full participation in some aspects of society.

**Refugee:** a person 'who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable to or owing to such fear, is unwilling to avail himself/herself of the protection of that country' (The United Nations Convention Relating to the Status of Refugees).

**Safe:** protection from physical, emotional, spiritual, and psychological danger or harm.

**Spiritual Health:** a non-physical source of inspiration, acknowledging that spirit and spirituality are different for everyone.

**People from low socio-economic** backgrounds refers to people from backgrounds characterised by a combination of social and economic factors.

**Takata Whenua:** indigenous peoples of Aotearoa New Zealand, inclusive of whānau, hapū and iwi.

**Under-representation:** lower / insufficient / disproportionately low representation of a group compared with their representation in the wider community or peer group.

**University Community:** students, staff, contractors, visitors to the University, and its subsidiaries.

**Wellbeing:** a positive and sustainable state that allows individuals or organisations to thrive and flourish (Huppert, Baylis & Keverne, 2004). The University applies Te Whare Tapa Whā as its wellbeing model. This is depicted as a house, with the four walls representing four dimensions of wellbeing. These are taha tinana (physical health), taha wairua (spiritual health), taha whānau (family/social health), and taha hinengaro (mental and emotional health), resting on the foundation of whenua (land and environment). All walls and the foundation must be strong for māuri ora and wellbeing (Durie, 1982 cited in Rochford, 2004).

For Pasifika students, the Fonofale model is used, the components of which include cultural values and beliefs, seen as a shelter for life, with family forming the foundation. Connecting culture and family are four interrelated dimensions – spiritual, physical, mental and 'other' – which together contribute to an individual's wellbeing.

## 6. KĀ MĀTĀPONA | PRINCIPLES

The University is committed to the following principles in respect of this policy:

- Taking action to attract and grow the diversity of the student and staff populations.
- Supporting all students and staff towards achieving their full potential.
- Ensuring all relevant University policies, procedures and guidelines, and associated processes are consistent with the University's commitment to equity, diversity and inclusion.

- Ensuring internal and external communication reflects the culture of equity, diversity and inclusion.
- Acknowledging the distinct status of Māori as takata whenua under the provisions of Te Tiriti o Waitangi.
- Addressing equity, diversity and inclusion for Māori students and staff through the Māori Plan, the Manaaki Taura Learner Success Framework, and other support initiatives and mechanisms.
- Addressing equity, diversity and inclusion for Pasifika students and staff through the Manaaki Taura Learner Success Framework.

## 7. KĀ HAEPAPA | RESPONSIBILITIES

The Vice-Chancellor has overall responsibility for:

- implementing this Policy
- establishing an Equity, Diversity and Inclusion Taskforce with appropriate representation to create and manage robust equity, diversity and inclusion strategies with measurable outcomes
- implementing an Equity, Diversity and Inclusion Strategic Framework (together with the Equity, Diversity and Inclusion Taskforce).
- ensuring that the University's equity, diversity and inclusion outcomes, as established in the Equity, Diversity and Inclusion Strategic Framework, are met.

The staff member who may be approached in relation to the review of this policy is Paula Morrison, Academic Quality and Policy Manager, Te Huka Kouka | Academic Quality.

## 8. ĒTAHI ATU KŌRERO E HĀKAI ANA | LINKS TO PROCEDURE(S) AND OTHER RESOURCES

[Admissions Policy](#)

[Policy and Procedures for Assessments in Te Reo Māori](#)

[Code of Conduct Policy](#) (Staff)

[Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021.](#)

[Employment Policy](#)

[Lincoln University Mental Health Fitness and Wellbeing Strategy](#)

[Lincoln University Student Charter](#)

[Lincoln University Student Code of Conduct](#)

[Prevention of Bullying, Harassment Discrimination Policy](#)

[Prevention of Bullying, Harassment Discrimination Guidelines](#)

[Sexual Harm Policy](#) (under review)

[Sexual Harm Procedures](#)

### Groups and related projects & frameworks

Bi-cultural Campus Working Group

Disability Reference Group

Mental Health Working Group

[Okanagan Charter \(Tertiary Wellbeing Aotearoa New Zealand\)](#)

[Kia Ōrite Framework](#)

# POLICIES AND PROCEDURES



## Equity, Diversity and Inclusion Taskforce Terms of Reference

**Last Modified:** xxxx  
**Review Date:** xxxx  
**Business Owner:** Vice-Chancellor  
**Approval Authority:** Council

### 1. KĀ ĀHEITAKA | KEY FUNCTIONS AND TERMS OF REFERENCE

The role of the Equity, Diversity and Inclusion Taskforce is to be kaitiaki and champions of the Equity, Diversity and Inclusion Policy including the Policy's ongoing relevance and supporting the Policy's successful implementation.

The Equity, Diversity and Inclusion Taskforce is a key mechanism for ensuring systemic change is implemented at Te Whare Wānaka o Aoraki Lincoln University to support the University's commitment to Equity, Diversity and Inclusion and the principles outlined in the Equity, Diversity and Inclusion Policy.

The responsibilities and functions of the Equity, Diversity and Inclusion Taskforce will be to:

- 1.1 promote and uphold the Equity, Diversity and Inclusion Policy at Lincoln University.
- 1.2 work with equity groups on campus and members of the University community to facilitate timely and tangible progress, including the development of implementation plans, for each of the key actions identified in the Equity, Diversity and Inclusion Strategic Framework.
- 1.3 assist in the reporting against Equity, Diversity and Inclusion Strategic Framework.
- 1.4 review and monitor progress towards targets to ensure the University meets its University's Equity, Diversity and Inclusion objectives.
- 1.5 provide a forum and pathway for the University community to raise ideas and concerns around Equity, Diversity and Inclusion and discuss these as part of the regular Equity, Diversity and Inclusion Taskforce meetings.
- 1.6 reassess, and where appropriate, revise the Lincoln University Equity, Diversity and Inclusion Policy to ensure its ongoing relevance in light of new knowledge and increased ambition at the local, national and international levels.

## 2. MEMBERSHIP

- Co-Chairs: shared role between the EDI reps from LUSA and one member of the Lincoln University staff (academic, professional, technical), i.e., one student and one non-student.
- Deputy Vice-Chancellor Māori or nominee
- Deputy Vice-Chancellor Student Life, or nominee
- Human Resources representative, or nominee
- Team Leader, Inclusive Education
- Wheako Tauira | Student Experience representative
- One representative from each of: Faculty of Agriculture and Life Sciences, Faculty of Environment, Society and Design, Faculty of Agribusiness and Commerce, Academic Preparation and Pathways
- Te Awhioraki representative
- Pasifika representative
- International Rep, LUSA
- Up to four other members of the University community, including academic, professional and technical staff, and students.

## 3. SECRETARIAT

The Equity, Diversity and Inclusion Taskforce will be assisted by the Academic Quality and Policy Manager, Te Huka Kouka | Academic Quality. This includes:

- 3.1 Preparation of, and distribution of meeting agenda and minutes.
- 3.2 Editorial assistance with producing an annual report against the Equity, Diversity and Inclusion Strategic Framework, in accordance with the monitoring and reporting measures stated therein.
- 3.3 Submission of the Annual Report to the Lincoln University Council.

## 4. MEETING FREQUENCY, ATTENDANCE and QUORUM

- 4.1 From time to time, additional members may be co-opted to the Equity, Diversity and Inclusion Taskforce by the Co-Chairs for their specialist knowledge.
- 4.2 Quorum to be determined by the Equity, Diversity and Inclusion Taskforce.
- 4.3 Meeting frequency to be determined by the Equity, Diversity and Inclusion Taskforce.





# **Te Whare Wānaka o Aoraki**

## **Lincoln University**

### **Equity, Diversity and Inclusion Strategic Framework**

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### Acknowledgements

Te Whare Wānaka o Aoraki Lincoln University formally thanks all those who committed their time, expertise and energies to produce the University's first Equity, Diversity and Inclusion Strategic Framework.

Contributions from the following are acknowledged in the design of this draft:

- EDI Steering Group, est. 2020
- University of Otago Equity, Diversity and Strategic Framework Action Plan 2023-2030

Senior Leadership Team Meeting - Policies for Review (for endorsement)

## Kupu Whakataki | Introduction

Te Whare Wānaka o Aoraki Lincoln University is committed to equity, diversity and inclusion, and seeks to provide a safe, inclusive, equitable and welcoming environment - both physical and digital – to all members of its community for the purposes of ako (learning), rakahau (research) and mahi (work). The University aspires towards mana-enhancing outcomes, i.e., the promotion of dignity and personhood, and the provision of an environment in which all students and staff are supported towards achieving their full potential.

Lincoln University subscribes to the social model of disability wherein individuals have impairments but rather than the impairment disabling a person, the barriers created by an inaccessible society are the disability.

The University recognises Māori students and staff as takata whenua and embraces Te Tiriti o Waitangi partnership in all of its activities, including equity action. This is expressed in the Māori Plan pou of the Lincoln University Strategy 2019-2028.

The University recognises the special status of Pasifika staff and students and expresses this through its promotion of Pacific aspirations. This is expressed in the Manaaki Taura Learner Success Framework.

**Sustainability Plan ....**

**Disability Action Plan ....**

### Kāi Tahu Mita

Te Whare Wānaka o Aoraki Lincoln University recognises Kāi Tahu whānui as the principal iwi of Te Wai Pounamu and confirms the usage of the Kāi Tahu mita (dialect) in all official university documents, policies, signage and publications.

## Te Horopaki | Context

Lincoln University acknowledges its obligations around equity and non-discrimination under the provisions of Te Tiriti o Waitangi, the New Zealand Bill of Rights Act 1990, the Human Rights Act 1993, the Employment Relations Act 2000, and the Education and Training Act 2020, among others. It has a government-mandated responsibility to provide barrier-free access to safe, inclusive learning environments within a tertiary education system that works for all learners.

The Lincoln University Strategy 2019-2028 sets the University's course to be a Te Tiriti o Waitangi led organisation, guided by our strategic intent and values of Rakatirataka | Leadership, Whanaukataka | Relationships, Kaitiakitaka | Guardianship, Tohatoha | Sharing, and Wairuataka | Spirituality. Goal 3 of the Strategy – A culture which stimulates and inspires all staff and students – aligns with the principles of the EDI policy and this framework.

The Equity, Diversity and Inclusion Strategic Framework provides an intersectional context for policies and plans that express the University's commitment to excellent equity practice in all of its activities.

## Mātāpono Arataki | Guiding Principles

Te Whare Wānaka o Aoraki Lincoln University expresses its commitment to equity, diversity and inclusion through the following guiding principles (these need to be expanded):

- Recognising Māori as takata whenua.
- Working in meaningful, respectful and enduring partnership in accordance with mana whenua, Ngāi Te Ruahikihiki and Te Taumutu Rūnanga, enshrined in the longstanding He Tūtohunga Whakamātau Charter of Understanding.
- Upholding social accountability.
- Identifying and dismantling barriers faced by members of marginalised communities.
- Supporting an accessible, safe, respectful and welcoming environment for all members of its community.
- Valuing equity, diversity and inclusion and opposing all forms of discrimination on the basis of individual attributes.
- Achieving EDI objectives through self-review, action, reporting and shared accountability at all levels of the organisation, as set out in this Framework.
- Fulfilling the University's legal obligations under all relevant national laws and adhering to UN Declarations and Conventions on human rights.

## Kā Huka Mana Taurite | Equity Groups

Lincoln University expresses formal commitments to Māori and Pasifika staff and students in its Māori Plan and Manaaki Taura Learner Success Framework.

The Lincoln University Equity, Diversity and Inclusion Policy recognises the following equity groups:

- Pasifika people
- People with disabilities
- Lesbian, Gay, Bisexual, Transgender, Takatāpui, Queer, Intersex, Asexual + (LGBTQIA+) students and staff
- Neuro divergent community
- Gender diverse community
- International students and staff
- People from refugee backgrounds
- People from low socio-economic backgrounds.
- First in family to attend university
- Religious / faith-based groups and individuals
- Women

## Senior Leadership Team Meeting - Policies for Review (for endorsement)

## Kā Whakamārama-Taka | Definitions

**Disability:** any long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder the full and effective participation of disabled people in society on an equal basis with others (United Nations Convention on the Rights of Persons with Disabilities).

The experience of disability is influenced by the nature of a person's impairment. Gender identity, age, ethnicity, and culture can also have a profound and sometimes compounding effect on an individual's experience of disability.

Disability can be permanent or temporary; however, the impact of impairment can be fluid depending on the individual's circumstances.

**Discrimination:** denial of participation or human rights to categories of people based on prejudice. This includes detrimental treatment of an individual or group based on their actual or perceived membership of a certain group or social category. Discrimination may be conscious or unconscious, direct or indirect.

**Diversity:** diversity refers to difference or variety. In a broad EDI context, this incorporates demographic or identity diversity, including but not limited to disability, ethical beliefs, ethnicity, sexual orientation, gender identity, socio-economic status, age, language, politics, or religious/spiritual beliefs. In a university context, we aim to respect, understand, appreciate and realise the benefits of all the differences, backgrounds, and experiences reflected in our community.

**Equity:** fairness and access to education and the workplace, and the opportunity to have or to be supported to have successful outcomes. Sometimes individuals need to be provided with appropriate but not necessarily identical pathways to others in order to achieve this. This is acknowledged in the Human Rights Act 1993 (Section 39), through a stipulation that any affirmative or proactive measures needed to ensure equal participation for disabled people, or needed to eliminate systemic discrimination, must be reasonable.

**Equitable outcomes:** an equitable outcome is one where every individual regardless of difference, background or experience has the opportunity or is supported to reach their full potential.

**Exclusion:** the instance of being left out; the act of not allowing someone to take part in an activity or to enter a place; a process by which people are isolated or segregated from benefitting from services offered to others due to the diversity they present. **Social Exclusion:** a state in which individuals are denied the opportunity to participate fully in economic, social, political and cultural life.

**Impairment:** an impairment can be intellectual, psychiatric, physical, neurological or sensory, and be temporary, intermittent or ongoing. People may acquire an impairment through an accident or illness, and/or a person may be born with an impairment. Multiple impairments are common, especially with increasing age. (Office for Disability Issues).

**Inclusion:** the act of creating an environment where all are welcomed, valued, respected, and able to reach their full potential.

**Mana Whenua:** the people who exercise kaitiakitika and possess the rights to hold responsibility for land and/or resources in a geo-political area. Te Taumutu Rūnaka are the mana whenua of the land where the University is situated.

**Marginalisation:** the experience of being excluded from full participation in some aspects of society.

**Refugee:** a person 'who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable to or owing to such fear, is unwilling to avail himself/herself of the protection of that country' (The United Nations Convention Relating to the Status of Refugees).

**Safe:** protection from physical, emotional, spiritual, and psychological danger or harm.

**Spiritual Health:** a non-physical source of inspiration, acknowledging that spirit and spirituality are different for everyone.

**People from low socio-economic backgrounds** refers to people from backgrounds characterised by a combination of social and economic factors.

**Takata Whenua:** indigenous peoples of Aotearoa New Zealand, inclusive of whānau, hapū and iwi.

**Under-representation:** lower / insufficient / disproportionately low representation of a group compared with their representation in the wider community or peer group.

**University Community:** students, staff, contractors, visitors to the University, and its subsidiaries.

**Wellbeing:** a positive and sustainable state that allows individuals or organisations to thrive and flourish (Huppert, Baylis & Keverne, 2004). The University applies Te Whare Tapa Whā as its wellbeing model. This is depicted as a house, with the four walls representing four dimensions of wellbeing: taha tinana (physical health), taha wairua (spiritual health), taha whānau (family/social health), and taha hinengaro (mental and emotional health), resting on the foundation of whenua (land and environment). All walls and the foundation must be strong for māuri ora and wellbeing (Durie, 1982 cited in Rochford, 2004). For Pasifika students, the Fonofale model is used, the components of which include cultural values and beliefs, seen as a shelter for life, with family forming the foundation. Connecting culture and family are four inter-related dimensions – spiritual, physical, mental and 'other' – which together contribute to an individual's wellbeing.

## Kā Whāika | Goals (extracted in part from the EDI Steering Group memo to SMG, July 2021)

Goal	Action/s	Responsibility	Timeframe
Demonstrated commitment by University leaders to EDI as a priority	Appointment of EDI Leaders: Designate senior staff or create a dedicated EDI office to oversee and drive initiatives		
	Formal establishment of EDI Strategic Taskforce to develop and support EDI practice and the EDI Policy.		
	Invest in EDI Initiatives: Allocate funding and resources to support EDI projects, programmes and staffing		
	Business unit leaders to include EDI initiatives as part of operational plans		
	Formal incorporation of EDI into policies, e.g., incorporation of merit relative to opportunity in promotions and professorial appointments.		

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Increase awareness and celebration by university community of EDI	Offer EDI Training: Provide training for all staff and students on topics such as unconscious bias, cultural awareness, inclusive teaching practices through, e.g., Diversity Works workshops, SLT, HoD Forum, etc.		
	Increased celebration and promotion of EDI initiatives, e.g., work undertaken by SPACE, LUSA,		
	Promote Awareness Campaigns: Run awareness campaigns to educate the campus community about EDI issues, resources, and the social model of disability.		
	Incorporate an EDI / Cultural Leadership category in the Staff Excellence Awards		
Improved collection of data on EDI to allow monitoring and evaluation of progress	EDI statistics, initiatives and outcomes reported in the Annual Report and website		
	Monitor Progress: Regularly collect and analyse data on EDI metrics, such as enrolment and graduation rates, staff diversity, and incidents of discrimination		
	Report on Outcomes: Publish regular reports on EDI progress and challenges, and use this information to refine strategies and policies		
Improved student and staff support	Provide Dedicated Support: Offer services such as counselling, academic advising, and student groups specifically geared towards supporting diverse populations		
	Create Safe Spaces: Establish safe spaces and resources for marginalised groups where they can seek support and build community		
	Solicit Feedback: Gather feedback from students and staff to understand their experiences and identify areas for improvement		
Teaching, learning and research	Support Inclusive Teaching: Encourage teaching methods that are inclusive and accessible to students from various backgrounds		
	Integrate Diverse Perspectives: Incorporate diverse viewpoints and materials into the curriculum to reflect a range of cultures and experiences		
	Support Research: Encourage and fund research on EDI issues to contribute to academic knowledge and inform practice		

**Kaupapa Here | Policy**

In 2022, the Lincoln University Council approved the Kaupapa Here Ararau Tōkeke | Equity, Diversity and Inclusion Policy. This policy aims to provide a safe, inclusive and equitable environment for ako, rakahau and mahi for members of the university community, and to ensure that those outcomes are mana enhancing and reflective of all cultures and identities. The policy was subject to a substantial review in Q3 / Q4 2024 by a pan-University group comprised of students and staff, and submitted for approval to the Senior Leadership Team and the Lincoln University Council in November 2024.

**He Pūrokoroko | Monitoring and Accountability**

To realise the outcomes of the Action Plan, the University must be proactive and transparent in gathering, analysing and reporting data that allow us to identify and dismantle barriers, monitor progress, celebrate success, and share accountability. Everybody in the University community has a role in creating a culture that prioritises equity, diversity and inclusion.

Reporting may intersect with EDI elements reported through:

- Annual Lincoln University Sustainability Plan Report
- Annual SDG (Sustainable Development Goals) Report
- Student Diversity Survey
- University-level (HR) EDI reporting – staff pay equity / staff equity demographics / staff promotions / employment type
- SDR, e.g., student demographics, completion rates
- Manaaki Tauira reporting
- University Rankings, THE, QS, etc
- Others

External influences to be considered include Environmental, Social, and Governance (ESG) reporting and subsequence changes and other external developments in EDI leadership.

**Frequency...**

**Reports to...**

**Reports published in and to...**

Motion by the Chancellor for Resolution to Exclude the Public pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

*I move that the public be excluded from the following parts of the proceedings of this meeting, namely:*

<b>General Subject Matter</b>	<b>Reason for passing this resolution in relation to each matter</b>	<b>Grounds under section</b>
<b>Freedom of Expression Legislation</b>	To avoid prejudice or disadvantage to the commercial activities of the University To maintain legal professional privilege	7(2)(h) 7(2)(g)
<b>International Student Enhancement Plan</b>		
<b>Executive Committee</b> 1. Report – appointing co-chair HEC	To protect the privacy of natural persons	7(2)(a)
<b>Audit, Risk, &amp; Assurance Committee Report to Council</b> 1. Report – business of Committee 2. Minutes from meeting on 15 April 2025 3. 2024 Annual Report 4. Hudson Accommodation Conversion 5. Whare Wānaka Detailed Design 6. IT Network Preplacement Project Contingency Release	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage To maintain legal professional privilege	7(2)(h) 7(2)(j) 7(2)(g)
<b>Proposal to disestablish the Farms Committee</b>	To protect the privacy of natural persons	7(2)(a)
<b>Q1 2025 HR &amp; Wellbeing Report</b>	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)
<b>Finance Report</b>	To avoid prejudice or disadvantage to the commercial activities of the University To prevent the disclosure or use of official information for improper gain or improper advantage	7(2)(h) 7(2)(j)

*I move also that:* Prof Chad Hewitt (Provost), Mr S Hunter (Health, Safety & Wellbeing Manager), Prof Merata Kawharu (Deputy Vice Chancellor, Māori and Pasifika), Mr Timothy Lester (General Counsel), Mr Alistair Pearson (Property Director), Mr Justin Greenhalgh (Project Manager), Mrs E Rooney (Finance Director), Mrs S Roulston (Chief Operating Officer), Mr D Lodge (Deputy Vice-Chancellor, Student Life), Tumuaki-Takirua Te Awhioraki, and Mr Nathaniel Heslop (Council Secretary), be permitted to remain at this meeting after the public has been excluded, because of their knowledge of the various matters being discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because of their involvement in the development of reports to Council on these matters.