

# School of Counselling Human Services and Social Work

2015

## Bachelor of Human Services Programme Handbook



**BACHELOR OF HUMAN SERVICES EDUCATION CONTACTS**

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**PROGRAMME CONTACTS:**

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E nga iwi o te motu, tena koutou  
E rau rangatira ma, tena koutou  
E nga kaumatua, nga koroua, nga whaea, tena koutou  
E nga tamariki, mokopuna, tena koutou  
E nga tangata o nga tau e wha o te Ao,  
tena koutou, tena koutou, tena koutou katoa.

Piki mai, Kake mai.  
Nau mai, Haere mai  
ki tenei pukapuka matauranga

“Whaia e koe ki te iti kahurangi; ki te tuohu koe me maunga teitei”

“Pursue that which you cherish most dearly; should you have to give in, let it be only because of some insurmountable object”

(Karetu: 1975: 54)

Welcome to the Bachelor of Human Services. This degree will enable you to specialise in one of two fields, working with disabled people or working with youth.

We believe that youth and disabled people deserve the best services, the best support and the best people to work with them. We look forward to working with you in your chosen field of study and supporting you in your learning about disability studies or youth work.

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## INTRODUCTION

### Bachelor of Human Services

Welcome to the Bachelor of Human Services. We hope you will all enjoy your studies. In this handbook you will find the regulations and the schedules of courses needed to complete your degree.

This booklet is designed to provide you with information specific to students in the Bachelor of Human Services. It covers useful information about University services and policies. Further information about the University can be found in the University Calendar. You must read the calendar for other important matters relating to being a student at The University of Auckland. It is important that you become familiar with these policies.

You have chosen to study for a rewarding career supporting people to lead valued lives in the community. If you want to be a change-agent, and be in a position to have the credibility to make and act on changes in the field of disability services or youth work, this qualification is for you. The Bachelor of Human Services degree qualifies you to take leadership roles in a variety of settings.

#### Programme highlights

- The only programme of its kind to be offered in New Zealand. This programme leads the way in tertiary-level training for disability and youth work services.
- A degree-level programme to prepare you for middle management, and enable you to take on a leadership role, as well as provide hands on skills for working in the community.
- Highly recommended by employers (e.g. government agencies, community and human service organisations, trusts) giving you an edge in the job market.
- Learn how to be strong advocates working with and alongside disabled people or young people.
- You'll be able to work while you study.
- You'll work alongside leaders in the field of disability and youth work.

This degree enables you to specialise in one of two fields – working with disabled people or working with youth.

If you want to provide better support to ensure people with disabilities and young people get the best deal possible, this programme will give you the skills and knowledge. It is about creating leaders who will focus on ways to better support disabled people and youth. Enjoy your studies.

### Communication

There are a number ways that we will communicate with you about important matters:

The most important method is via your University of Auckland e-mail address in CECIL. All students must activate this account by using their User Name and their password. Important information about lectures, room changes, assessment tasks, lecture notes and readings may be advised via this email. Your lecturers and the Programme Leaders may also send you emails about important matters.

**Staff are not responsible for any disadvantage to you if you do not access messages this way.**

Please update all addresses and ensure that your postal address for mail is current. You can change this on line via Student Services Online.

The whiteboard on Level 3 outside the School office N303 may be used to post notices about class venues and any changes.

### Support and Advice

Your Academic Advisor is the Programme Leader. Kelsey will assist you with programme planning and other academic advice. Her time is limited so you will need to make an appointment to see her. For assistance with your study skills and academic writing you will need to use the excellent services of the Student Learning Unit.

## 2015 ACADEMIC YEAR DATES

### Semester One - 2015

Semester One begins	Monday 2 March 2015
Mid semester break/Easter	Friday 3 – Saturday 18 April 2015
ANZAC Day	Monday 27 April 2015
Graduation	Monday 4, Wednesday 6, Friday 8 May 2015
Queen's Birthday	Monday 1 June 2015
Lectures end	Friday 5 June 2015
Study break	Saturday 6 – Wednesday 10 June 2015
Examinations	Thursday 11 – Monday 29 June 2015
Semester One ends	Monday 29 June 2015

### Semester Two - 2015

Semester Two begins	Monday 20 July 2015
Mid-semester break	Monday 31 August – Saturday 12 September 2015
Graduation	Tuesday 29 September 2015
Lectures end	Friday 23 October 2015
Study break/exams	Saturday 24 – Wednesday 28 October 2015
Labour Day	Monday 26 October 2015 November 2015
Examinations	Thursday 29 October – Monday 16 November 2015
Semester Two ends	Monday 16 November 2015

### Semester One – 2016

Semester One begins	Monday 29 February 2016
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## GENERAL INFORMATION

### Enrolments, withdrawals and course changes

You must **enrol** in a timely manner and there may be penalties for late enrolment or late course changes.

Students may withdraw from courses should their situation change, however this should not be done without discussion with the Programme Leader.

### Fees

The payment of fees is your responsibility. Fees remain a **personal debt** if they are unpaid and you have started the course. Failure to pay fees within the required time means that CECIL and library access will be removed and you may need to pay a penalty fee to be reinstated. You will not be able to graduate until all responsibilities have been met.

You must formally withdraw from courses within the first two weeks of the Semester to avoid debts. Students need to keep up to date at all times with the status of their enrolments. Deletions are stressful and impact on your study.

See the 2014 Calendar for detailed rules regarding enrolment and withdrawal.

### Study space

Most study space is provided in the Library. Many more study places and computers are provided in the Information Commons on the City campus. You are encouraged to make use of these facilities, as regular study habits will prevent overloaded work commitments and stress. Students may request access to classrooms for study groups/seminar practices at times when classrooms are not scheduled. You **must** make a booking to guarantee access. Discuss your request with the School's Administration office.

### Texts and resources

You will be required to purchase or have reliable access to text books for some of your courses. Many required texts are available through University Book Shop. It is possible to order these books online from [www.ubsbooks.co.nz](http://www.ubsbooks.co.nz) or Phone 09 306 2700 (test inquiries). There is a free courier service within the Auckland area and a cost of \$6.00 freight for elsewhere in NZ. There is a 10% discount for University of Auckland students.

You will be provided with readings in several different ways. Basic readings are provided electronically free of charge. These will be provided to you mainly through Voyager or CECIL. Hard copy readings will be charged at cost recovery. Your individual course lecturer will inform you how you can access your readings. In addition some hard copies may be available on short term loan in the Library.

The School of Counselling, Human Services and Social Work uses a range of assessment methods including: journals, photo projects, literature reviews, multi task assignments, reports, case studies, seminars, essays presentations, group projects and tests. The cost of materials required for the preparation of assignments will be the responsibility of students unless otherwise specified.

### Accreditation

The Bachelor of Human Services was approved by the Committee for University Academic Programmes under the provisions of the Education Act 1989.

### Student feedback

The Course Lecturer will provide an opportunity for written feedback from students at the end of each course. In addition all courses delivered at The University of Auckland are regularly reviewed in a centralised, anonymous student review process. The results of these processes are provided to programme administrators who are responsible for action on student concerns. The University has a Quality Management System which ensures that all courses and programmes are subject to monitoring and review.

## General Education

The regulations of The University of Auckland require students enrolled in undergraduate degrees to complete 30 points (two courses) from the General Education Schedules. Students in the Bachelor of Human Services may take two courses from the schedules A, C, E, F, G, and H.

Please see the brochure General Education, available from the Contact Centre. See the course scheduling table on page 9 for the years and semesters to take your Gen Ed courses

## Summer School

A limited range of General Education courses are available in Summer School. Check the General Education schedule for the BHS.

Please note carefully the location and the time of the course you choose as it may be taught on the City or Tamaki campus.

## Both majors: Electives needed in final year

NOTE: Students have one elective choice in first year (EDUC 122 or DISABLT 111 and one elective in the second year (EDUC 200 or SOCCHFAM 215)

Disability Major: Choose one from schedule

Youth Work Major: Choose two from the schedule

SOCWORK 356 Community Development

SOCWORK 353 Counselling in Social Practice

SOCYOUTH 333 Working with Challenging Behaviours

SOCCHFAM 314 Child Protection

EDUC 341 Introduction to Counselling in the Community.

EDUC 352 Adolescence

YOUTHWRK 353 Enhancing Pasifika Development (Disability Studies only)

YOUTHWRK 3354 RaAngitahi: Taonga Tuku Iho (Disability Studies only)

NOTE 2: This this was correct at the time of printing but is subject to future changes.

## ASSIGNMENT PROCESS



### Announcing the Faculty of Education's new assignment service

- Your coversheet for every assignment generated on line
- Each assignment's coversheet is unique to you and barcoded accordingly
- Automated confirmation of assignment receipt by email
- Convenient central 'hand-in' and 'pick-up' assignment centre for Epsom campus at A114a (opposite the Education Student Centre )

**For more information & FAQs go to:**

<http://www.education.auckland.ac.nz/uoahome/for/current-students/assignments>

Faculty  
Home Page



Current  
Students



New  
Assignment  
Service



## APPLIED PROFESSIONAL PRACTICE: GUIDELINES

Students in the Bachelor of Human Services study courses in professional practice each year. The following information is intended as a brief overview only. Full information will be given at the outset of the course.

These courses provide an opportunity to understand what professional practice means in your chosen field.

In Year 1 this will involve classroom based learning and investigating relevant services and support networks in the field. If you are currently working in a relevant field you may include your own organisation.

Year 2 continues classroom based learning in which you will learn reflective journaling as a method of examining your own practice.

In Year 3 you will investigate an aspect of your own professional practice using reflective journaling and action research cycles. In order to do this you will be required to participate in a 'field-based' work experience either in a voluntary or paid position within a Human Service organization. Work experience should be a minimum of 5 – 8 hours a week. Professional practice is a time to focus on yourself as an emerging human service practitioner.

### Support services

A full range of support services are available on the campus. You will be advised about these during orientation week.

They include:

• disability liaison	• chaplain
• health	• IT services
• counselling	• Māori/Pasifika academic support staff
• parent support centre	• AUSA Students Association
• student learning unit	• Justice of the Peace service

These services are described in the University Calendar, which is available in the library and on the University website [www.auckland.ac.nz](http://www.auckland.ac.nz).

### Student Learning Unit

We strongly advise you to seek support from the Student Learning Unit to assist you in your study. They have some very useful pamphlets on essay writing and referencing, and offer regular seminars on study skills, time management and essay writing. Staff in the Student Learning Unit are very helpful – seek help early, don't leave it until your course of study feels overwhelming.

### The Library

The greatest source of your information and research efforts will come from the university libraries. It is essential that you attend the Orientation Programme for the Epsom campus library. You will be required to be a confident user of electronic resources and databases.

### Library hours

<b>Term hours</b>	
Monday – Thursday	8am – 8pm
Friday	8am – 6pm
Saturday & Sunday	10am – 4pm
<b>Term break hours</b>	
Monday – Friday	9am – 6pm
Saturday & Sunday	10am – 4pm

### Short Term Loan

You will find that within the reading lists of most of your courses, an indication that some of the books will be placed on short term loan. This means that items of heavy demand are placed behind the lending desk as **short term loan**. The items are for use within the library only, but most may be borrowed as overnight loans. An overnight loan is issued **half an hour** before closing time and **must** be returned within half an hour of opening.

Further information on the library is available in the University Calendar and in the library services booklet. Many course readings may also be available as an electronic resource accessed through the Library system.

### Computers

In general, students are expected to complete all their assignments on a computer. Information technologies are an integral part of human services practice, and all students should be computer literate at the time of their graduation.

Students have access to computers in the library, both for library use and for casual use for the completion of assignments as well as research. The Epsom campus also offers students a range of network services such as internet access, email services and printing.

## COURSE SCHEDULING

### Youth work Major

Year	S1	S2
One	SOCWORK 112, HUMSERV 102,104 Gen Ed	SOCWORK 111, 114 HUMSERV 101 DISABLTY 111 or EDUC 122G
Two	HUMSERV 201, 202 SOCCHFAM 215 or EDUC 200 Gen Ed	HUMSERV 203, 211 SOCWORK 211 SOCYOUTH 233
Three	HUMSERV 301, 302 SOCWORK 315 Elective	YOUTHWRK 353,354 SOCHLTH 313 Elective

### Disability Major

Year	S1	S2
One	SOCWORK 112, HUMSERV 102,104 Gen Ed	SOCWORK 111, 114 HUMSERV 101 DISABLTY 111 or EDUC 122G
Two	HUMSERV 201, 202 SOCCFAM 215 or EDUC 200 Gen Ed	HUMSERV 203, 211 DISABLITY 200  SOCWORK 211
Three	HUMSERV 301, 302 DISABLTY 312 SOCWORK 315	DISABLTY 311, SOCHLTH 313 2 Electives

- Please note that the above course schedule is current for 2015 but is subject to future changes.

## POLICIES FOR THE HUMAN SERVICES PROGRAMME

Please read carefully

### Attendance

Regular attendance is a professional requirement of some BHumServ courses. An unsatisfactory attendance record may lead to failure to be credited with a pass in course components where attendance is required and stated in the course outline booklet, and failure to qualify for the awarding of the degree. In those courses where there is not an examination, some particular courses may have an attendance requirement. The course outline booklet will explain the requirements for each course.

Should students not be able to fulfil the attendance requirements for medical or family reasons, then **the onus is on the student** to meet with the lecturer concerned to establish their ability to continue with the course. In some cases extra work may be set.

Students are considered to be in attendance if they are present at any place approved by the University of Auckland as being appropriate for the pursuance of their training.

### Appointments with staff

Staff are available to speak with students during non-teaching hours but not on demand. Please be professional in your approach, and make appointments face-to-face, by phone or e-mail.

### Leave of absence procedures

#### Absence from lectures

Students absent because of sickness or for any other reason should advise the lecturer by phone or e-mail. *A medical certificate is required for an absence of five or more days.* Where leave is required for other than sickness, please lodge a request in writing to the Programme Leader.

Any student who, through illness, may put others at the University at risk, should consult a doctor and act on the advice of that doctor. Prolonged leave is not commensurate with study and students are encouraged to withdraw in situations involving extended illness or family crises. An application form for late deletion for medical reasons is available from the Contact Centre.

### Lateness

The Human Services programme has developed a policy on lateness for the following reasons:

- 1 Lateness is unprofessional and incompatible with the development of a professional approach to work with future clients and colleagues.
- 2 Lateness inhibits the development of effective time management skills and an organised approach to work.
- 3 Lateness disrupts the learning process and demonstrates a lack of courtesy and consideration for staff and the needs of other students.

### Guidelines on lateness

- 1 Lectures and tutorials will begin at the designated time. Both lecturers and students have a responsibility to ensure classes start on time.
- 2 Some BHumServ courses will contain **an 80% attendance requirement**. If students do not meet this requirement they will not gain a passing grade. The course co-ordinator may set extra work for students with poor attendance and deduct marks from student's overall grade
- 3 Where attendance is required rolls will close 15 minutes after the beginning of a class.
- 4 Attendance records for all students will be assessed by staff on a regular basis. Any failure to achieve the required attendance could lead to the student being asked to undertake additional work or it could be judged to have put their graduation at risk.

## **Examinations**

The exam timetable is posted out to your mailing address. Keep your postal address up-to-date. Please read the information carefully. If you are unable to attend an examination because of illness, personal crisis or any other unpredictable reason you must go to the Student Health Centre and seek assistance. The general recommendation is that you try to sit the exam. The Student Health Service can provide you with forms and certification to support you should you feel your performance may have been impaired.

### ***Please note***

***Do not delay in making contact with the Student Health Centre if you believe your examination performance may have been impaired by illness or other problems.***

***Do not leave messages regarding exam attendance on a lecturer's voice mail. This is not an appropriate strategy for managing your exam problems.***

**TEACHING and LEARNING REGULATIONS**
**Academic Integrity**

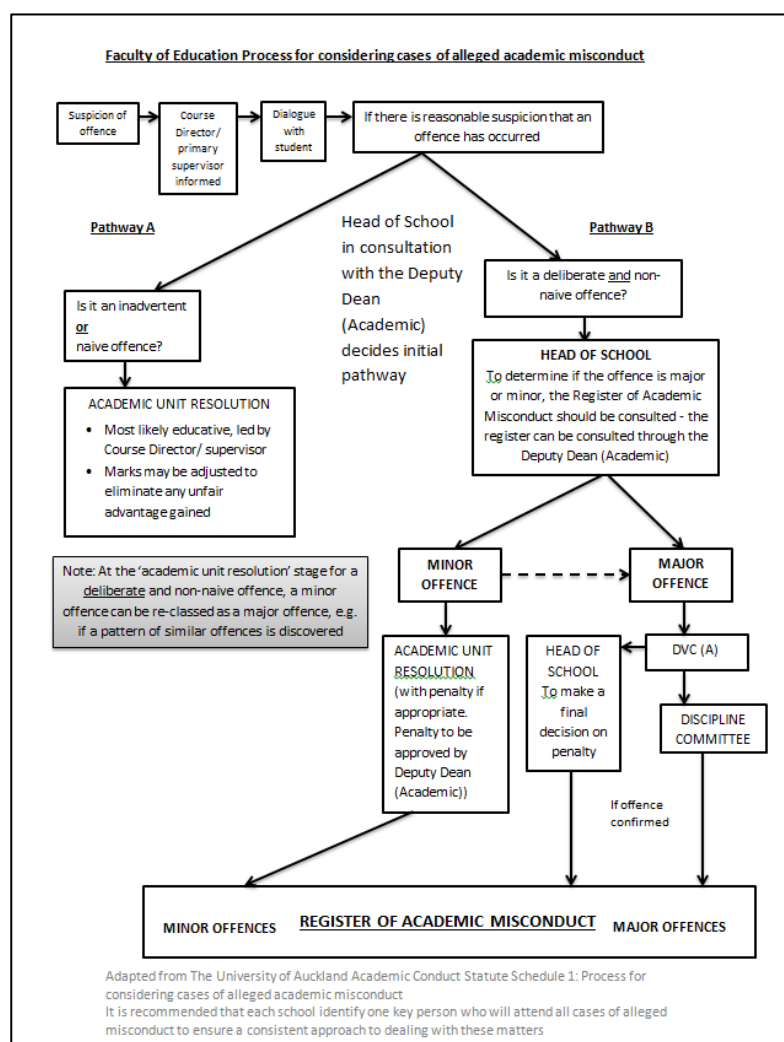
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (please refer to the University of Auckland 2015 Calendar, pp 25-26). This online course, comprised of 5 modules, asks students to explore the concept of academic integrity. Students will learn how to demonstrate academic integrity in their study and research, improve their knowledge about University rules relating to academic conduct, and understand the consequences of academic misconduct. For more information visit this link: [www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity](http://www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity)

**Academic Misconduct**

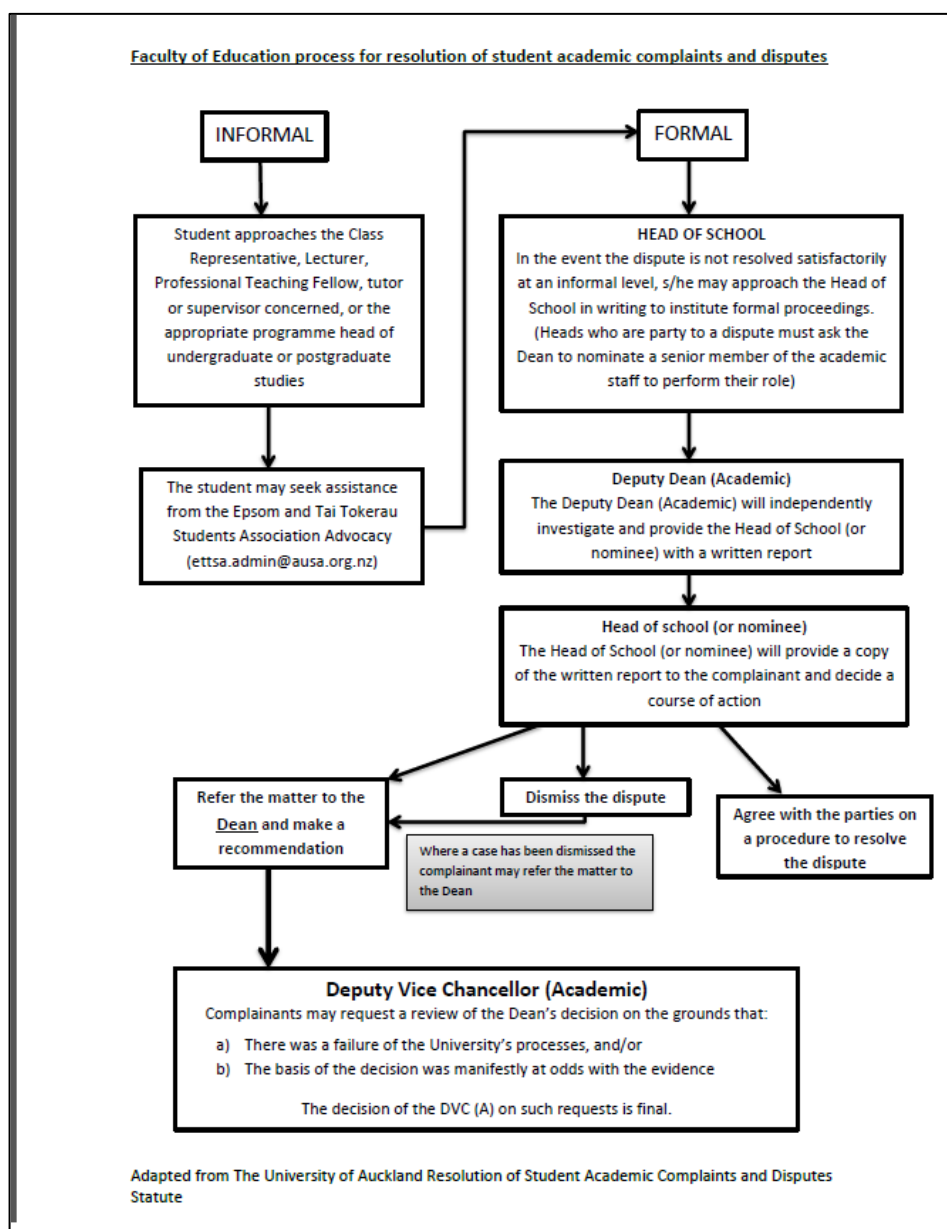
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

The University of Auckland will not tolerate cheating, or assisting others to cheat. It views cheating as a serious academic offence. To ensure that the standard of all University qualifications is maintained, students and staff have a responsibility to prevent, discourage and report cheating.

Allegations of academic misconduct at the Faculty of Education shall be dealt with by the following process:



The University of Auckland's full guidelines on procedures and penalties for academic dishonesty are detailed in the University's "Guidelines: Conduct of Coursework" available at [www.auckland.ac.nz/honesty](http://www.auckland.ac.nz/honesty)



### Aegrotat and Compassionate Consideration

This is a University process that applies only to University Examinations (and Tests). Full details are in *the University of Auckland Calendar Examination Regulation 12*.

### Appeal of Marks

A student who is concerned about a mark for an assessment can appeal in writing to the Course Director for a reconsideration of the mark stating the reasons why they consider the mark is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return. The course director reviews the mark in relation to the stated reasons or seeks a second opinion if they were the original marker. If the appeal is not upheld and the student is still concerned a written appeal, restating the nature of the concern in relation to the assessment criteria, needs to be made to the Head of School.

### Conceded passes

Conceded passes can only be granted in undergraduate degrees consistent with the university regulations. For full details see *the University of Auckland Calendar Examination Regulation 19*

### Course Deletions and Withdrawals

- A course deletion means that the course will be removed from your academic record and fees are fully refunded. There are specified timeframes within which course deletions can occur. Specific dates at which deletions can occur can be obtained via the following link: [www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html](http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html)
- Withdraw means that you are withdrawing from a course after the deadline for deletion and before the last day to withdraw. Withdrawn courses remain on your academic record with a withdrawn grade and all fees remain owing. A withdrawn grade counts as a fail for Grade Point Average (GPA) calculations. Specific dates at which withdrawals can occur can be obtained via the following link: [www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html](http://www.calendar.auckland.ac.nz/regulations/academic/enrolment-and-programme.html)

### DELNA (Diagnostic English Language Needs Assessment)

In professional programmes, it is important that students have well-developed English language skills to meet the graduating standards of their particular programme. As a consequence, all undergraduate students in the Faculty of Education (Bachelor of Education (Tchg); Bachelor of Physical Education; Bachelor of Human Services and Bachelor of Social Work), as well as the Graduate Diplomas of Teaching and Education Foundation students are required to complete the DELNA language requirements.

In the first instance students must complete the DELNA **screening** assessment. Those students who meet the minimum standard or above automatically meet the DELNA requirement and need do nothing more in relation to DELNA. If a student's screening indicates that diagnosis is required he/she must undertake the DELNA **diagnosis**. A pass or above at screening indicates the student has met the DELNA requirements. Where students fail to meet the minimum requirement he/she will be required to develop **an individual plan**. This is a mandatory requirement.

An **individual plan** will be developed on the basis of students' DELNA diagnostic results and identified areas of need. The individual plan is developed in conjunction with the Academic English Language Support person who assists students to seek the most appropriate support to meet their individual needs. The DELNA diagnosis and, if required, the individual plan must be completed within **three months of the beginning of Semester One of the degree**.

Students who have an individual plan will then need to work on developing their English language skills in both an independent and supported manner. Students are expected to work independently utilizing a range of on-line resources such as Grammar Smart, Writing for Academic Purposes, Reading for Academic Purposes and Pronunciation. Enrolment in relevant Student Learning Centre workshops will be useful also. Regular meetings with the DELNA Language Support person are necessary for success.

### Student Email

All students enrolled at the university are provided with a student email account called Student Email. At the time of enrolment, students are provided with an email address. This address includes a student's NetID characters plus a generic address e.g. [jbon007@aucklanduni.ac.nz](mailto:jbon007@aucklanduni.ac.nz). Students are able to access student email through the following link: <http://www.education.auckland.ac.nz/en/admin/quick-links/ec-mail.html>

Student email is the main way in which the university communicates with students so it is vital that students access their email account on a regular basis. Failure to do means that students miss out on important information such as communications relating to coursework and academic progress, graduation, student financials and the library. Urgent and unexpected communications are also sent through this email e.g., what will happen if a natural disaster strikes the university/the city of Auckland?

Students can forward their university email to a private address if they wish to do so and this can be completed by signing into your account and providing the appropriate details.

### Group assessment

There may be times when students are required to complete a group assessment task or team based project. Details of such tasks, including group work expectations will be published in course materials to ensure students are clear about what is being assessed and the allocation of marks to the various components of the assessment. Students should also refer to Module 2 of the Academic Integrity Course (Avoiding Academic Dishonesty) to clarify responsibilities when collaborating with peers. For more information visit this link: [www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity](http://www.auckland.ac.nz/uoa/home/about/teaching-learning/academic-integrity)

### Partial Resits

Partial resits are not permitted. A student who has failed a course is required to complete all assessment requirements for the course in which they re-enrol.

### Storage and Disposal of Student Work

Examination scripts will be retained in secure storage until at least six months after the examination and thereafter be destroyed. Thesis, dissertation or research portfolios will be retained until six months after the assessment has been completed.

Assignments will be retained in secure storage until five weeks into the start of the following semester and thereafter destroyed.

### Student Services Online (SSO)

Student Services Online is The University of Auckland's comprehensive online system, which enables students to apply for admission to the university and once accepted into a programmed, enrol in courses. Students can access SSO via the following link: [www.studentservices.auckland.ac.nz/uoa](http://www.studentservices.auckland.ac.nz/uoa) SSO also provides students with access to a range of relevant academic information including:

- Course advice and information;
- Enrolment advice;
- Fees advice;
- Timetables, grades and course history advice;
- Graduation.

**Course advice and information** includes programme requirements and the course catalogue for your programme

**Enrolment advice** includes closing dates for enrolment into courses. Students can enrol in their required / selected courses and if necessary apply for a course concession. Changes to programmes can be made such as the deletion and addition of courses.

#### Fees advice

This link enables students to check their account details for fees, charges, payments, credits and refunds. Students can also create an account statement and invoice and make payments online using a credit card.

**Timetables, grades and course history advice** enable students to view their programme and examination timetables. Grades, course history and unofficial academic transcripts can also be viewed. A request for an official academic transcript can also be made.

#### Graduation

At the successful completion of a programme students must apply to graduate. This link also provides information pertaining to dates and times of graduation ceremonies as well as advice about academic regalia.

The SSO website is the place where students can update their **personal details** such as email address (if that is used to redirect university mail), contact address and phone number. It is vital that students ensure their personal details are current to enable effective communication.

### Submission in Māori

Assignments and examinations in courses that do not use Te Reo as the medium of instruction, may be submitted in Māori provided the Course Director has been consulted within the first two weeks of the course and confirmed the availability of a suitably qualified person with linguistic and subject expertise to mark the work.

### Third party assistance

While it is expected that at all levels of study students work independently producing work that is their own, there may be times when help is needed in regard to the improvement of written



communication skills. The University of Auckland encourages students to improve their writing skills and permits students to seek assistance from third parties to do so. However, there are limits to the type and level of assistance that third parties can provide. The following link provides full details regarding the type of advice and support that third parties can offer:

[www.auckland.ac.nz/uaa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines](http://www.auckland.ac.nz/uaa/home/about/teaching-learning/academic-integrity/tl-uni-regs-statutes-guidelines)

### **Unsatisfactory Progress**

In undergraduate programmes, students' academic standing is assessed each semester. To maintain the status of 'good' academic standing a student is required to pass at least 50% of points enrolled in any one semester. Failure to meet the 50% threshold will mean that a student's academic status in their next semester of study is amended and s/he will be reviewed. Continued failure to meet the criteria to attain 'good' academic standing will result in a student's status being revised to 'academic restriction' and finally 'enrolment terminated'.

## PROFESSIONAL REQUIREMENTS AND CONDUCT

**As in any professional programme of study, a high level of professional ethics is expected of both staff and students alike. Particularly when working in fieldwork settings and when conducting research, students will be expected to observe the University of Auckland and site-specific codes of conduct as well as the provisions of The Privacy Act.**

### Attendance

Full attendance is expected in all on-campus courses/classes and during practicum placements or other field-work. Non-attendance will put at risk students' ability to meet learning outcomes. All absences should be discussed with the lecturer/s or the fieldwork supervisor as a matter of professionalism and courtesy. Please see the Associate Director/Programme Leader or a counsellor if you feel this is more appropriate.

### Cheating and Plagiarism

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in course work as a serious academic offence. The University Guidelines (2001) on cheating define plagiarism as the use of other people's work in an assignment, and presenting it as your own without explicitly acknowledging or referencing where it came from. Work can be plagiarised from many sources – including books, articles, the internet, and other students' assignments. Therefore, all assignments must be accompanied by a signed, student written declaration. This written declaration can be obtained via the following link: <https://foedassignments.auckland.ac.nz/>

You **may have up to 100 percent of marks deducted** for an assignment if it includes someone else's unattributed, or less than fully attributed, work or ideas. In serious cases disciplinary action may be taken.

You can avoid cheating by:

1. Being honest, with appropriate referencing, about all sources you have used and the level of indebtedness to those sources.
2. Not copying any part of any other student's work.
3. Not using material from previously submitted assignments.
4. Not making up or fabricating data.
5. Not using material from commercial essay or assignment services, including web-based sources.

You can help others avoid cheating, and avoid being accused yourself, by:

6. Not letting any other student copy any part of your work.

If you have any doubts about what is an acceptable level of collaboration or discussion with other students, you should talk about this with the Course Director BEFORE you hand in the work for grading.

There is a difference between "getting help" and cheating. "Getting help" is directed towards assisting you to understand the material and assignment questions so that you are in a better position to create your own answers – this is acceptable. "Getting help" could be obtained through a discussion with a student group, academic staff or tutors in preparation for doing an individual assignment.

Talking about an assignment and methods of solving problems with other students is an acceptable form of collaboration in the learning process, and is encouraged. Cheating arises, for example, if a student

copies another student's answers or ideas, or someone else writes some, or all, of a student's assignment. **You should keep all preparatory notes and assignment drafts.**

If you are having difficulties with your ability to manage the workload of the course you should seek assistance. It is better to deal with issues of workload and stress as they arise, rather than to be accused of cheating.

### Graduation

Once you have completed all of the requirements for your degree or diploma and you become eligible to graduate, *you must apply to graduate* online via Student Services Online. Please keep your mailing address up to date in Student Services Online to ensure that you receive any information relating to the graduation process - (<http://www.studentservices.auckland.ac.nz/uoa/>).

For further details about graduation go to:

<http://www.education.auckland.ac.nz/uoa/home/for/current-students/graduation>

There are two graduation ceremonies each year - in Autumn (early May) and in Spring (towards the end of September).

### Jury Service

If you are called up for jury service you are able to request a letter of support from your Programme Director/Programme Leader so that your programme of study is not put in jeopardy. Applications to apply for exemption are considered on a case-by-case basis by the court registrar and they are not always accepted. Please take your jury summons documentation to the School's Administration office in N303

(Please refer: <http://www.justice.govt.nz/services/access-to-justice/jury-service-1/just-been-summoned>).

### Library: Essentials for using the Sylvia Ashton-Warner Library

The Library lending policy is explained in detail at:

[http://www.library.auckland.ac.nz/about/genlib/lending\\_1.htm](http://www.library.auckland.ac.nz/about/genlib/lending_1.htm). There is also a pamphlet at the Lending Desk which explains how many books you may borrow and the length of the borrowing period. It also explains how to request an item and how much the fines are.

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <http://www.library.auckland.ac.nz/subjects/edu/eduinfoservices.htm>.
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: <http://www.library.auckland.ac.nz/booking/>
- **Always** check your patron information on the Library Catalogue, to find out when your books are due back. You can also renew your books online from here.
- If you receive a recall notice, return the item immediately or by the new due date. There are heavy fines for recalled books not returned by the new due date.
- Email notices about recalled books or overdue items are sent to your university email address ([netid@aucklanduni.ac.nz](mailto:netid@aucklanduni.ac.nz))
- If you are going to be away from the campus please ensure that you return any library books before you go. The Library will not accept either of the above as excuses to cancel any penalty charges.

## PROFESSIONAL ETHICS RELATED TO CONDUCT AND RESEARCH

As in any professional programme of study, a high level of professional ethics is expected of both staff and students alike. Particularly when working in fieldwork settings and when conducting research, students will be expected to observe the University of Auckland and site-specific codes of conduct as well as the provisions of The Privacy Act.

### Professionalism and the Use of Social Media

The faculty launched its Facebook page in March 2011. Access the following links for professional and practical guidelines for the use of social media to help you maintain professional standards.

[Professionalism and the use of social media guidelines](http://www.teachersandsocialmedia.co.nz/)  
<http://www.teachersandsocialmedia.co.nz/>

### Referencing policy

Correct referencing is **essential** to good essay writing. Poor referencing and use of the literature impacts on grades for written assessments. The University of Auckland uses the APA 6<sup>th</sup> referencing style.

### Using APA

APA style referencing involves in-text citation using parentheses. You must also include a full reference list at the end of the document. Citations, including author's surname and date of publication, are included in the text. As a rule, page numbers should also be present when referencing direct quotations or specific ideas. The form of in-text citation varies depending upon context.

### In-text citations

<i>General:</i>
<ul style="list-style-type: none"> <li>• This argument was first put forward in the early 19th century (Hulme, 1998)</li> <li>• The argument was first put forward by Hulme (1998).</li> </ul>
<i>Quotations:</i>
<ul style="list-style-type: none"> <li>• Smith (1987) noted that "such conduct was largely counter-productive". ( p. 245)</li> <li>• "Such conduct was largely counter-productive" (Smith, 1987, p. 245).</li> </ul>
<i>Large quotes: Quotes over 40 words should be indented and the quotation marks left off</i>
<ul style="list-style-type: none"> <li>• A passive learner is a person who:             <ul style="list-style-type: none"> <li>◦ sits and lets the information come to them without doing anything to it. They sit and listen to a talk and let the information go into their ears without questioning it, thinking about it or making notes. (James &amp; Brooks, p. 7)</li> </ul> </li> </ul>
<i>Secondary sources:</i>
<ul style="list-style-type: none"> <li>• Ngu (as cited in Larson, 1991, p. 51) reported that such conclusions were generally invalid.</li> <li>• Such conclusions are generally invalid (Ngu, as cited in Larson, 1991, p. 51).</li> </ul>

## THE REFERENCE LIST

A reference list is a list of all the sources you quoted or referred to, to prepare your assignment. The format used in the reference list varies depending upon the type of source being referred to (see examples below). You should arrange the reference list in alphabetical order by the author's last name, if there is no author, by the main word of the title. You can ignore A, And and The in a title. Double space all entries.

### **Books**

Surname, Initials. (Date). *Title*. Edition. Place of Publication: Publisher.

*Example 1: Book with a single author:*

Comfort, A. (1997). *A good age*. London, England: Mitchell Beazley.

*Example 2: Book with 2 or 3 authors:*

Hogan, T., & Madden, R. (1997). *The definition of disability in Australia: Moving towards national consistency*. Canberra, ACT, Australia: Australian Institute of Health and Welfare.

### **Book Chapters**

Surname, Initials. (Date). Chapter title. In Editor initial(s), Editor surname (Ed.), Book Title, (pp. page numbers). Place of Publication: Publisher.

*Example:*

Blaxter, M. (1976). Social class and health inequalities. In C. J. Carter (Ed.), *Equalities and inequalities in health* (pp. 120-135). London, England: Academic Press.

### **Journal Articles**

Surname, Initials. (Date). Title of article. *Title of Periodical*, volume(issue number), page numbers.

*Example:*

Wharton, N. (1996). Health and safety in outdoor activity centres. *Journal of Adventure Education and Outdoor Leadership*, 12(4), 8-9.

### **Journal Articles with a Digital Object Identifier (DOI)**

Surname, Initials. (Date). Title of article. *Title of Periodical*, volume(issue number), page numbers. doi: XXXXXXXX

*Example:*

Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice*, 12(3), 452-476. doi: 10.1177/1049731502012003007

### **Journal Articles in Press**

Journal articles in press are articles that are in the process of being published but have not yet appeared as such. Simply to replace year of publication with "(in press)", and you don't provide details of which issue the article is in or page numbers (since that is unknown until publication!).

Surname, Initials. (in press). Title of article. *Title of Periodical*.

*Example:*

Tristan, P. L., & Morris, J. L. (in press). Natural selection and cognitive appraisal: Survival of the fittest thoughts? *Journal of Cognition*.

### **Online Resources**

Surname, Initials. (date of publication). *Title*. Retrieved from URL.

*Example:*

Pfeffer, J., & Sutton, R. I. (2006). *Evidence based social work*. Retrieved from [http://www.evidence-basedmanagement.com/movements/social\\_work.html](http://www.evidence-basedmanagement.com/movements/social_work.html)

### **Need more information?**

For a complete referencing guide see the Publication Manual of the American Psychological Association. The Sylvia Ashton-Warner Library holds copies of this.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. **Call no. 808.02 PUB 2010**

**Referencecite is the official University of Auckland website which offers assistance on all aspects of referencing. Visit it at [www.cite.auckland.ac.nz](http://www.cite.auckland.ac.nz)**

Also consider:

Szuchman, L. T., & Thomlison, B. (2008). *Writing with style: APA style for social work* (3<sup>rd</sup> ed.). Belmont, CA : Brooks/Cole--Thomson Learning. **Call no. 808.066301 SZU 2008**

## Hints for interpreting assignment questions

When working out the what question really means, consider that a basic question comes in two parts:

- (a) What you have to do (e.g. discuss; 'explain')
- (b) What you do it to (e.g. topic, problem, case study)

### 'What you have to do' Words:

These are all verbs and, as definitions can vary, always check the exact meaning of them with your lecturers or in the dictionary, if you are in any doubt.

Analyse	Describe the various parts of x and explain how they work together or whether they work together.
Compare	Describe the major similarities between two or more things. Note: Compare can mean compare and contrast.
Contrast	Describe the major differences between two or more things.
Critically reflect	A combination of reflection and critique.
Critique	Give a critical analysis of x; point out faults/ merits; write a critical essay.
Define	Give the exact meaning of x.
Describe	Set out the features, qualities, or properties of what is asked, in detail.
Discuss	Write about the important aspects of the topic and the arguments for and against. Draw a conclusion.
Evaluate	Give an opinion, supported by evidence, on the worth of something.
Examine	Divide into parts and describe each part in a critical way.
Explain	Write out in detail, make clearer, examine reasons and causes.
Identify	Name.
Illustrate	Make clear; explain by means of description, examples, diagrams and figures.
Justify	Give reasons for conclusions or opinions.
Outline	Give the main general features, facts or principles.
Reflect	Think deeply about; look back on. Note: Some courses and lecturers use this word in a special way. You must check exactly what is required here.
Show	Give reasons and causes.
State	Set out the facts clearly and concisely.
Summarise	Give a concise account of the main points.

Critical thinking means thinking logically and applying sound intellectual standards to your work. It is important for most academic tasks, including reading, discussions, written assignments and exam answers.

Critical thinking includes such 'higher-order' thinking tasks as reasoning, problem-solving, analysis, synthesis and evaluation. The skills or tasks involved in critical thinking will vary, but may include:

- developing a logical argument
- identifying the flaws or weaknesses in an argument
- making relevant connections or links across disciplines, or from theory to practice
- analysing the material in a range of sources and synthesising it
- applying theory to particular cases

## OVERVIEW OF THE BHS PROGRAMME

### Programme structure

This programme takes three years full-time study to complete, or up to six years part-time study. This programme consists of 360 points. All courses are worth 15 points.

Bachelor of Human Services Programme Structure								
Year 1	SOCWORK 112 Sociology for Human Services	HUMSERV 102 Lifespan Development for Human Services	HUMSERV 104 Introduction to Human Services	General Education Course	HUMSERV 101 Psychology for Human Services	SOCWORK 111 Professional Communication Skills	SOCWORK 114 Treaty of Waitangi in Human Services	DISABLT 111 Disability and Support
								EDUC 122 Learning Sexualities
Year 2	HUMSERV 201 Leadership in Human Services	HUMSERV 202 Reflective Practice	EDUC 200 Youth Mentoring	General Education Course	HUMSERV 211 Assessment, service co-ordination and planning	HUMSERV 203 Ethics and Social Justice	SOCWORK 211 Social Policy	DISABLT 200
			SOCCHFAM 215 Whanau-Family-Aiga Practice					SOCYOUTH 233 Working with Young People
Year 3	HUMSERV 302 Applied Professional Practice 3	HUMSERV 301 Quality Assurance	SOCHLTH 313 Mental Health in Social Practice	SOCWORK 315 Organisations and Management	DISABLT 311 Disability Research in Human Services	DISABLT 312 Quality of Life	Elective – choose two DISABLT 381, EDUC 341, 352, SOCWORK 353, 356, SOCCHFAM 314, YOUTHWRK 353, 354	
					YOUTHWRK 353 Enhancing Pasifika Development			YOUTHWRK 354 Rangatahi: Taonga Tuku Iho



**\*Please note that the Bachelor of Human Services programme is currently undergoing a restructure. The course schedule described above is correct as of 2015 but is subject to future changes.**

### Programme Structure - Year One

Year One provides you with courses in key foundational knowledge for working in human service organisations. You will discover how sociology, psychology and understanding human communication can assist human service workers to better support disabled people, and young people. You will think about the importance of legislation that underpins working in the field of human services. In Year One you will study six core courses, one elective course out of two choices and one General Education course.

You will complete 90 points from the following compulsory courses:

HUMSERV 101 Psychology for Human Services	HUMSERV 102 Lifespan Development for Human Services	HUMSERV 104 Introduction to Human Services	SOCWORK 111 Professional Communication Skills	SOCWORK 112 Sociology for Human Services	SOCWORK 114 Treaty of Waitangi in Human Services
An introduction to the study of psychology and its application to working in human services. A central theme is an understanding of human behaviour in social settings.	An introduction to the theories of lifespan development. Key issues affecting human development and its relevance and application to the work of human service practitioners will be explored.	Introduces students to a wide range of human service organisations including government, social enterprise and voluntary. It examines the provision of service and support within human service contexts. The nature of professionalism and the role of 'self' in effective practice will be examined.	An introduction into effective personal and professional communication in human services.	Introducing the traditions of sociological analysis and its application to the human services. Key ideas and debates within sociology, and their relevance to practitioners will be explored.	Examines the Treaty of Waitangi and its significance in regard to historical events, trends and theories of social, economic and political change in Aotearoa New Zealand society.

- 15 points from the following elective courses:

DISABTY 111 Disability and Support	EDUC 122G Learning Sexualities
Examines influences on and ways to support disabled people in supported living, employment and continuing education contexts and transition situations.	How and what do we learn about sexualities in New Zealand? Learning about sexualities is viewed as occurring both formally (eg, through sexuality education) and informally (eg, through the media) in a diversity of social sites. Schools are examined as one significant site where students are offered sexual meanings. The historical derivation and current context of contemporary education about sexuality along with its social effects are investigated.

**Plus a one General Education course.**

### Programme Structure - Year Two

Year Two provides you with courses that start to build your knowledge and skills for human service practice, as well as exploring society, social justice and social policy. You will continue with one course within your major and you will also do one course from the General Education schedules available for this degree. You will find these courses at [www.auckland.ac.nz/generaleducation](http://www.auckland.ac.nz/generaleducation).

You will complete 75 points from the following compulsory courses:

HUMSERV 201 Leadership in Human Services	HUMSERV 202 Reflective Practice in Human Services	HUMSERV 203 Ethics and Social Justice	SOCWORK 211 Social Policy	HUMSERV 211 Assessment, service co-ordination and planning
An exploration of leadership and how organisations are structured is studied in relation to human service settings.	Developing the processes of reflective practice to evaluate 'self' in their role as a human service practitioner. Using an experiential and collaborative approach, students will apply action learning and gather data on their own practice. In consultation with a colleague or mentor, students will implement and evaluate change in their professional practice.	An introduction to some of the ethical theories and moral controversies that are relevant to the fields of disability and youth work. Significant legislation, international declarations and principles of social justice are studied.	Examines the role of policy and legislation and their impact upon the welfare practices of central and local government, communities and human services sector organisations. Considers the contexts where policy review and development occur, and the obligations required in policy innovation and evaluation.	An examination of the practical components and implications of assessment, coordination and planning in human services. The theory and practice of assessment, coordination and planning are examined, in particular the skills of needs assessment and service co-ordination and budget management also the professional ethics of these tasks and related issues.

**You will also do one course (15 points) from the General Education schedules available for this degree. You will also complete one course (15 points) from the following elective options.**

SOCCHFAM 215 Whanau-Family-Aiga Practice	EDUC 200 Youth Mentoring
An exploration of the structural, emotional, social and cultural dimensions of families encompassing the relevance of cultural knowledge and appropriate interventions in diverse family practice.	A theoretical and applied study of youth mentoring. Students will develop and understanding of theories of youth and youth mentoring, examine current issues in youth mentoring such as cultural perspectives, developmental considerations, and contexts of youth mentoring. Students will also engage in a mentoring internship where they will demonstrate their ability to integrate and apply their developed knowledge and skills.

**You will also do one course (15 points) within your major.**

If you are majoring in Youth Work you will complete 15 points from the following courses:

SOCYOUTH 233 Working with Young People
An exploration of the role of social work with young people in Aotearoa. An introduction to youth services with reference to legal, policy and practice dimensions.

If you are majoring in Disability Studies you will complete 15 points from the following courses:

DISABLT 200 Disability Frameworks
A range of models and cultural understandings related to disability are examined. These models provide a framework for understanding ways in which disabled people may experience disability. Social constructs that impact on the lives of disabled people will be explored. The influence of emerging models that portray positive social identities, both individual and collective, will be examined.

### Programme Structure - Year Three

Year Three is the final year of the degree programme. It provides you with theory and practice courses to further build on the knowledge and skills you have gained so far. You will study four core courses and three courses in your major and.

You will complete 60 points from the following compulsory courses:

HUMSERV 302 Applied Professional Practice 3	HUMSERV 301 Quality Assurance	SOCHLTH 313 Mental Health in Social Practice	SOCWORK 315 Organisations and Management
Through a critical analysis of your own practice, in relation to theory, this course will provide a consolidation of what it means to be an effective human service practitioner.	To understand the concept of quality and quality assurance. A range of approaches and models and their applications will be explored.	An exploration of the dynamics of social practice with mental health service users and their whanau/family.	Examines the variety of organisational frameworks from which human services are practised and the impact of these contexts on professional identity and practice in the workplace.

### Disability Major (Year 3)

If you are majoring in Disability Studies you will also complete 30 points from the following compulsory courses.

DISABLY 311 Disability Research in Human Services	DISABLY 312 Quality of Life
Research in the field of disability is examined through the critique of methodologies and data analyses.	An in-depth examination of the construct 'Quality of Life', as it applies to disabled people will be undertaken.

### Youth Work Major (Year Three)

If you are majoring in Youth Work you will complete 30 points from the following compulsory courses:

YOUTHWRK 353 Enhancing Pasifika Development	YOUTHWRK 354 Rangatahi: Taonga Tuku Iho
Examines the place, roles and relationships of Pasifika youth in Aotearoa New Zealand society. Services and initiatives targeted at enhancing Pasifika youth inclusion and development will be critically examined.	Examines social and cultural factors that influence the aspirations and participation of Rangatahi in society.

You will also complete two of the following elective courses:

DISABLT 381 Special Topic (Disability Major)	EDUC 341 Introduction to Counselling in the Community	EDUC 352 Community Development Adolescence	SOCWORK 353 Counselling in Social Practice	SOCWORK 356 Community Development
Special Topic	An examination of the application of basic principles of counselling to the needs of individual children and adults and to couples, families and other groups.	Selected aspects of adolescent psychology including theories of development and an examination of contemporary issues in development such as positive youth development, cognitive transitions, family and peer contexts, sexuality, identity, and psychosocial problems	An exploration of theories and models of practice in counselling in social services settings. Includes preparation for work with individuals and whanau in a range of settings and with clients from different social and cultural backgrounds.	An in-depth examination of the historical and theoretical framework of community development and community work with reference to strategies for the development of diverse and indigenous communities. Skills, strategies and models of community work, advocacy, networking and development work are explored.

SOCCHFAM 314 Child Protection Practice	SOCYOUTH 333 Working with Challenging Behaviours (Youth Services Specialisation)	YOUTHWRK 353 Enhancing Pasifika Development (Disability Major)	YOUTHWRK 354 Rangatahi: Taonga Tuku Iho (Disability Major)
An examination of the theoretical frameworks for understanding child abuse and neglect, and an investigation of strategies for safe professional practice in child protection	An application of skills, knowledge, strategies and interventions that enable successful engagement with people who present with behaviours and attitudes that may impede or challenge the establishment of effective working relationships.	Examines the place, roles and relationships of Pasifika youth in Aotearoa New Zealand society. Examines the cultural assets of Pasifika youth and the challenges and difficulties they face. Services and initiatives targeted at enhancing Pasifika youth inclusion and development will be critically examined with reference to current theories, research and community perspectives.	An examination of social and cultural factors that influence the aspirations and participation of Rangatahi in society. The course will encourage the integration of theoretical perspectives that inform the development and implementation of practical strategies predicated on a Māori worldview.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF HUMAN SERVICES – BHUMSERV

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

### Admission

- 1 To be admitted to this programme a student must
  - a meet University entry criteria  
and
  - b have personal qualities suitable for this programme. Personal references and an interview may be required.  
*Note: The applicant will be required to consent to disclosure of criminal convictions as part of the application process.*
- 2 Admission to this programme is at the discretion of Senate or its representative.

### Duration and Total Points Value

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

### Structure and Content

- 4 Of the 360 points required for this degree, a student must pass:
  - a at least 330 points from courses listed in the Bachelor of Human Services Schedule including:
    - (i) at least 180 points in courses above Stage I, of which at least 75 points must be above Stage II
    - (ii) 195 points from the courses listed in the Core Courses Schedule
    - (iii) 135 points from the courses listed for one of the majors in the Bachelor of Human Services Schedule
  - b at least 30 points from courses offered in the General Education Schedule approved for this degree.

### General Education Exemptions

- 5 a A student is exempted from the requirement to pass courses offered in the General Education Schedule who has  
*either*
  - (i) completed an undergraduate degree at a tertiary institution
  - or*
  - (ii) been admitted to this degree with credit from another tertiary institution of 240 points or more
- b A student who has been exempted from the requirement to pass courses offered in the General Education Schedule must substitute 30 points from courses approved by the Dean of Faculty of Education.
- c A student admitted to this degree with credit from another tertiary institution of between 120 points and 235 points must pass:
  - (i) 15 points from courses offered in the General Education Schedule
  - and*
  - (ii) a further 15 points from courses available for this degree.

### Termination of Enrolment

- 6 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.
- b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 6a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

### Commencement

- 8 These regulations came into force on 1 January 2008.

No reira, e nga iwi, e nga reo, e nga mana, e nga karangatanga maha tena koutou, tena koutou, tena tatou katoa.



## PROGRAMME CHANGES, PROCEDURES AND REGULATIONS

### **Change of Address / Personal Details**

The SSO website is the place where students can update their **personal details** such as email address (if that is used to redirect university mail), contact address and phone number. It is the student's responsibility to ensure personal details are current to enable effective communication.

### **Change of Name**

The Education Student Centre has forms to register name changes. Official evidence of name change is essential e.g., marriage certificate or deed poll papers.

### **Deferring from Programme**

Full time students can apply to defer completion of their programme for up to one year, once they have enrolled and started the programme.

**Please note:** Students deferring should note that the programme from which they defer may not be available in the same form, sequence or time-frame when they return, and full credit may not always be awarded for previous study.

Follow the same procedure as for resignation (below).

**Please note:** You have not officially resigned or deferred until your forms have been signed by the Programme Leader or nominee of your programme.

### **Resignation from Programme**

Any intention to resign from the programme should be discussed with the Programme Leader.

Collect the relevant forms from the Education Student Centre. Then make an appointment to present the completed form to the Programme Leader. Arrange this appointment directly with the Programme Leader concerned.

### **Transfer to other Colleges/Faculties of Education**

A student is expected to complete the programme for which she/he was selected.

However, if a student decides to transfer to another college/faculty of education then they must resign from the Faculty of Education programme in which they are enrolled by following the process for 'Resignation from the Programme' quoted above. If accepted complete the transfer forms which can be obtained through the Education Student Centre.

### **Withdrawal from Courses**

Withdrawals from courses must be completed formally through the Education Student Centre. Please refer to the University of Auckland Calendar 2015 and Education Student Centre for details.

## UNIVERSITY STATEMENT ON STUDENT FEEDBACK

The following statement was approved by Teaching and Learning Quality Committee and is available through the University's 'current students' website to all first-year undergraduate students.

### **Having your say: Providing feedback to the university**

As members of the University of Auckland community, an important responsibility of all students is to provide feedback periodically on your university experiences.

### **Why is giving your feedback important?**

A student perspective – providing your views and opinions, having your say, suggesting changes – is an essential part of the university's overall objective of providing high quality courses, teaching and learning experiences, and contributes to the vitality of the university.

The programme that you are enrolled in, the courses that you take, the teaching methods that are used, and the services and facilities to which you have access have been developed in part as a result of feedback from previous students.

### **How do you make your feedback matter?**

The feedback you provide should be honest and forthright. It is also very important that open-ended comments are given at the professional – not personal – level, and are constructive and appropriate. Please keep in mind that feedback given by students through evaluations and surveys is usually anonymous (you are not identified personally), but it is not usually confidential – the de-identified results are shared and discussed within the university.

### **Do students have to give feedback?**

Giving feedback is entirely voluntary and you will never be compelled to do so. But just as your university experience benefits from previous student feedback, so too will future students benefit from feedback you may give. And you will also see changes resulting from your feedback during your time as a student at the university.

### **The types of feedback include:**

#### *1. Evaluations of courses, lecturing and tutoring*

Each year, about one-third of all courses are evaluated by students. All students are eligible to participate anonymously, usually in-class but sometimes on-line. Evaluation forms typically include 'tick the box' questions and an opportunity to provide open-ended comments. Most evaluations are done towards the end of the course, but sometimes you will be asked to provide feedback earlier so that the teacher can check how students are experiencing the course and make adjustments if necessary.

You may also be asked to evaluate a lecturer or a tutor. Separate forms are used for this purpose.

#### *2. University-wide surveys*

From time to time you may be invited to provide feedback on such matters as your programme of study, your overall university experience, or your views on the university's services and facilities. Some of these surveys use a random sample approach, and others may be targeted at specific groups of students, meaning that not all students may be invited to participate. Each survey is carefully constructed to provide needed information, and the university controls the number of surveys so as to ensure that students are not unnecessarily burdened with survey requests.

#### *3. Other surveys/formal comment mechanisms*

Your department, school or faculty may occasionally ask for your feedback on specific matters that are within their respective areas of responsibility. Providers of student services or facilities may also ask for your comments through suggestion boxes, on-line feedback links, etc.

#### 4. *Staff-student consultative committees (SSCC)*

Each class has a student representative, and each department has a Staff-Student Consultative Committee which meets periodically. You can provide your comments and suggestions on your teaching and learning experiences through the class reps, who are members of the departmental SSCC. The SSCC system provides a forum for consideration of your feedback and ideas at the departmental and faculty levels.

#### 5. *Speaking directly to your lecturers and other staff members*

Academic staff welcome your feedback on your learning experiences. Talk to them directly if you have a comment, concern, or praise – staff like to know that you appreciate their work.

#### **What happens to your feedback?**

All student feedback received through the sources mentioned above is carefully analysed and considered. Of course, not every comment or suggestion can be acted upon. Resource constraints can, for example, be a significant obstacle.

Evaluations of courses, lecturing and tutoring are looked at by both lecturers and their Academic Head. Adjustments in a course or lecturing may be made whilst the course is being taught, or the next time the course is offered.

Student responses to university-wide surveys are discussed in detail in university committees and are also considered where appropriate by managers of services and facilities.

Reports on the results of university-wide surveys are posted on the 'current students' section of the university website.

Here is a short list of changes or improvements that have occurred in the past few years to which student feedback contributed:

- Upgraded lecture theatres and tutorial rooms
- More group study space and lounge areas
- More computers and computer labs
- More detailed course outlines
- Greater use of CECIL by teaching staff
- Better academic advice
- More opportunities to have an international educational experience

**When you are asked to provide feedback, please give it!  
It helps you, fellow students and the university.**