

# **School of Counselling Human Services and Social Work**

**2015**

## **Bachelor of Social Work Programme Handbook**



**BACHELOR OF SOCIAL WORK CONTACTS****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

'Social work involves entering into the lives of people who are in distress, conflict or trouble. To do this requires not only technical competence but also qualities of integrity, genuineness and self awareness'.

Lishman, J. (2002). Personal and professional development. In R. Adams, L. Dominelli, & M. Payne (Eds.). (2<sup>nd</sup> ed.). *Social work themes, issues and critical debates*. (pp. 95-118). London: Macmillan.

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## INTRODUCTION

### **Bachelor of Social Work**

Welcome to the Bachelor of Social Work. 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. Please note you need to complete your BSW within the time allowed, four years full time or up to eight years part time.

This booklet is designed to provide students with information specific to students in the Bachelor of Social Work. It covers useful information about University services and policies of the Social Work and Human Services programmes. 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.

### **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 NetID (UPI) and your password. Important information about lectures, room changes assessment tasks, lecture notes and readings may be advised via this email. Your lecturers and the Programme Director may also send you emails about important matters.

**Staff will not be 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.

### **Support and Advice**

Early in Semester One you will be appointed an Academic Advisor from the BSW staff. They may contact you. Your Academic Advisor can assist you with programme planning and other academic advice. Their time is limited so you will need to make an appointment to see them. 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 |
|---------------------|-------------------------|

## 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 Academic Advisor or Director of Programme. Neither your academic advisor nor the programme director can formally withdraw you from courses, this is a task that you must do yourself.

Late deletions are usually only allowed for medical or serious personal reasons and you must go to the Student Health Centre to ensure that the correct procedure is followed.

### 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 2015 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 office.

### Texts and resources

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. 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 uses a range of assessment methods including: journals, photo projects, 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 Social Work was approved by the Committee for University Academic Programmes under the provisions of the Education Act 1989. The Bachelor of Social Work is recognised by the Social Workers Registration Board for purposes of registration. [www.swrb.org.nz](http://www.swrb.org.nz).

### 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 centralized, 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 Social Work may take two courses from the schedules A, C, E, F, G, and H.

Please see the brochure General Education, available from the Education Student Centre.

#### ***Year One***

In 2014 we recommend that you take a General Education course in Semester Two. You may take your second General Education course whenever you like but we strongly recommend that you do this before Year Three due to placement requirements.

#### ***Year Two***

In 2014 we recommend that you take a General Education course in Semester One.

#### ***Summer School***

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

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

## **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/uoa/home/for/current-students/assignments>





## APPLIED PROFESSIONAL PRACTICE: GUIDELINES

### Supervised field practice: Guidelines

Students in the Bachelor of Social Work go on placement in Years Three and Four. The following information is intended as a brief overview only. Full information will be provided in the semester preceding first placement.

Note: it is **essential** that students have a full driving licence for both manual and automatic cars by the December preceding their Year Three placement.

### Year III field placement (2015)

You must enroll in the course **SOCWORK 317 Supervised Field Practice and Professional Development 1**. The first placement is designed as a block placement and is a 60 day placement, and students will need to work some days in the vacation to complete the time. A **minimum** of 125 days over two years is required. The first placement is designed so that students are provided with the opportunity to observe a good range of social work practice situations and undertake some social work activity as appropriate.

### Year IV field placement (2015)

You must enroll in the course **SOCWORK 415 Supervised Field Practice and Professional Development 2**. The second placement is designed so that students are provided with the opportunity to work at a more advanced level than at their first placement and may take more responsibility. It is required that the second placement will be in a different setting. It is strongly recommended that one placement have a community focus and one be in a larger organisational setting. Placements will be approved by your Academic Advisor and the Placement Co-ordinator.

### General requirements (duration, hours etc)

Placements are designed to meet national and international professional expectations. The NZ Social Workers Registration Board also has set requirements for placements. Our requirement is that 125 days supervised field practice must be completed. These requirements are also important for any graduates who may wish to seek work overseas. It is a national and international expectation that social work graduates will have undertaken two placements in different agency settings.

Attendance – students must attend their placement daily. Absences must be notified in advance and negotiated with the agency supervisor. Students must ring in if they are sick. Failure to meet these basic professional requirements will be considered unsatisfactory conduct and may lead to a review.

Please keep a careful record of your placement attendance including significant after hours work and/or weekend work, relevant conferences, training events, hui, etc. Students are expected to work agency hours unless negotiated individually. Students must attend their placement agency for a minimum of six hours per day. If you have special needs e.g. transport, childcare, financial problems, other commitments, please inform your Academic Advisor as soon as possible.

Students will be placed in agencies where staff consider their learning needs will be best met. There is considerable demand for social work placements in the Auckland region as there are at least six programmes requiring supervised practice opportunities. Staff of the Social Work programme will act to ensure that sufficient quality placements are available. Students do not have the right to turn down placements unless there are exceptional circumstances. Students can assist the Field Education coordinator by being well prepared. It is vital that students have:

- a current valid full drivers licence able to be produced immediately unless excused on medical grounds
- made adequate arrangements for childcare and family responsibilities during placement
- notified staff of any transport difficulties/requirements
- an up to date, concise Curriculum Vitae (the Fieldwork Co-ordinator may assist you in preparing this)
- participated fully in developing a statement of learning needs and preferences for your placement
- informed the programme of any issues that could impact on your placement in a timely and professional manner. Placements cannot proceed without the approval of the Director of Social Work. If a student's academic progress or conduct is unsatisfactory, placement may be postponed or withheld.

### **Part time students: Supervised field practice**

Please note that all students must undertake two field placements. The only exceptions will be where a student has gained a complete or partial credit for the Year I programme e.g. transfer from another tertiary institution. Placements must be in two different agency settings.

- SOCWORK 317 - a minimum of 60 days must be completed
- SOCWORK 415 - a minimum of 65 days must be completed

In most circumstances part time students will be expected to complete two block placements.

Part time placements may be negotiated but the full number of days must be completed.

It is the responsibility of students enrolled part time to negotiate with their employers regarding time off to complete placement requirements. Part time students need to ensure the degree of support being offered by their employers is clarified prior to engaging in any negotiation with potential host agencies, in order to avoid disappointment and frustration.

While Social Work programme staff may assist students to negotiate some aspects of time off for placements the Programme cannot be held responsible if the student is held back in their course of study by circumstances determined by employers.

NB Agency placements

Where a practitioner/ student undertakes a placement within their current employment, organisation policy should require that learning goals, related to the integration of new knowledge and skills are in place. A subsequent placement must be in a different organisation. There is no exception to this, as it is a requirement of the Social Workers Registration Board.

### **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
- health
- counselling
- parent support centre
- student learning unit
- chaplain
- IT services
- Maori/Pasifika academic support staff
- AUSA Students Association

In certain circumstances grants are available through the student counselling service to assist with situations involving financial hardship.

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 Services**

We strongly advise you to seek support from the Student Learning Services, PASS or Te Puna Wananga 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 Services 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 be found in the Library. It is essential that you attend the Orientation Programme for the Library. You will be required to be a confident user of electronic resources and databases. We have subject liaison librarians who can assist you.

### 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 technology is an integral part of social work 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 to students a range of network services such as internet access, email services and printing.

## POLICIES FOR THE SOCIAL WORK PROGRAMME

Please read carefully

### Attendance

Regular attendance is a professional requirement of BSW courses, especially those which do not have a final examination. 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. The course outline booklet will explain the requirements for each course.

Should students not be able to fulfill 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, including placement.

### 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 or 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 Director of Social Work. .

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.

#### Absence on placement - Attendance on placement

When students are on placement they will be required to attend for the **normal agency hours**, with a minimum attendance of 6 hours per day excluding breaks.

Students who are unable to attend because of illness or any other reason, are expected to notify the agency before 8.30am or as soon as possible. On returning to the campus students should complete an absence form. *Absence for more than five days requires a medical certificate. Longer absences while on placement must be discussed with your professional development lecturer.* A total of 125 days on placement must be completed successfully in order for you to meet the requirements of a professional qualification in social work.

### Lateness

The social work 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. Both lecturers and students have a responsibility to ensure classes start on time.
2. Where there is an attendance requirement rolls will close 15 minutes after the start of a class.
3. Some BSW 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 a student's overall grade.
4. Attendance records for all students will be assessed by staff on a regular basis and prior to students going on placement. 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.

### Drivers licences

All students are required to have a full drivers licence by the end of the second year. **If you do not have a full drivers licence by this time you will not be able to proceed on placement.** There will be no exception unless you are unable to drive for disability/ medical reasons.

It is a general expectation of the social work profession that all practising social workers are able to drive both a manual and automatic car. Placement agencies also expect all students to have this ability, and may not accept students without a full licence.

### Examinations

The exam timetable is posted out to your mailing address. Keep it 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 forms and certificates 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 lecturer's voice mail. This is not a safe strategy for managing exam problems.*

**UNIVERSITY OF AUCKLAND POLICY**

**TEACHING and LEARNING REGULATIONS**

**Academic Integrity**

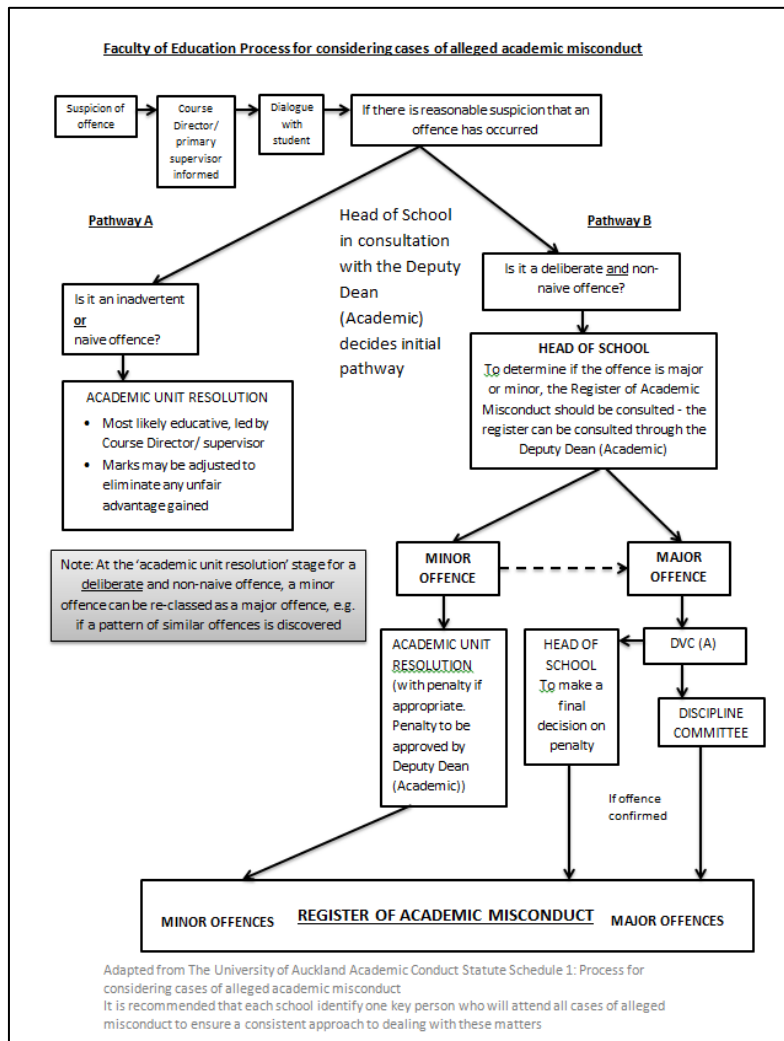
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (please refer to the University of Auckland 2015 Calendar, pp. 25-26). This online course, comprised of 5 modules, asks students to explore 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/ua/home/about/teaching-learning/academic-integrity](http://www.auckland.ac.nz/ua/home/about/teaching-learning/academic-integrity)

**Academic Misconduct**

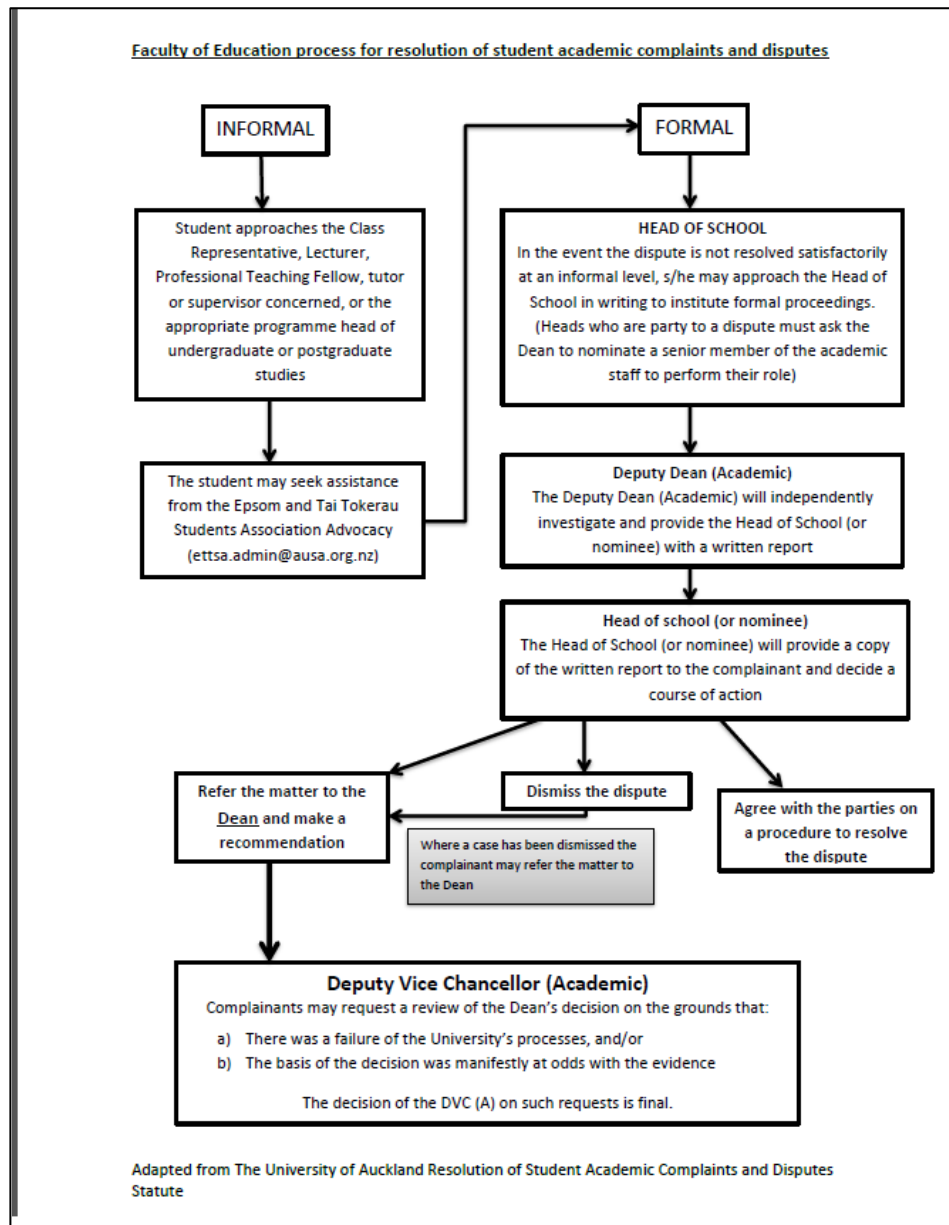
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

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

#### General:

- This argument was first put forward in the early 19th century (Hulme, 1998)
- The argument was first put forward by Hulme (1998).

#### Quotations:

- Smith (1987) noted that "such conduct was largely counter-productive". ( p. 245)
- "Such conduct was largely counter-productive" (Smith, 1987, p. 245).

#### Large quotes: Quotes over 40 words should be indented and the quotation marks left off

- A passive learner is a person who:
  - 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 & Brooks, p. 7)

#### Secondary sources:

- Ngu (as cited in Larson, 1991, p. 51) reported that such conclusions were generally invalid.
- Such conclusions are generally invalid (Ngu, as cited in Larson, 1991, p. 51).

### 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

S

#### 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**S  
n*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**

S

*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)**S  
d*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!).

S

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

**Online Resources**

S

*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 ZU 008**

## Hints for interpreting assignment questions

### Hints for interpreting assignment questions

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

- (a) What you have to do (eg discuss; 'explain')
- (b) What you do it to (eg 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 BSW PROGRAMME

### 2015 Programme Overview: Bachelor of Social Work

|        |  |   |  |   |  |  |  |  |
|--------|--|---|--|---|--|--|--|--|
| Year 4 | Free Choice From Major Schedule              | SOCHLTH 431 Work With Grief & Loss<br><i>Or</i><br>SOCCHFAM 432 Child & Adolescent Mental Health<br><i>Or</i><br>SOCYOUTH 433 Youth Justice Issues & Strategies                             | SOCWORK 415 Supervised Field Practice & Professional Development 2<br><br>(30) |   | SOCWORK 411 Social Work Interventions For Best Practice  | SOCWORK 414 Research And Evaluation In Social Practice | SOCWORK 356 Community Development            | SOCWORK 413 The Social Work Discourse    |
| Year 3 | SOCHLTH 313 Mental Health In Social Practice | SOCHLTH 334 Effective Social Work in Health and Disability Services<br><i>Or</i><br>SOCHFAM 332 Work With Children & Families<br><i>Or</i><br>SOCYOUTH 333 Work With Challenging Behaviours | SOCWORK 317 Supervised Field Practice & Professional Development 1<br><br>(30) |   | SOCWORK 311 Social Work Process and Practice   | SOCCHFAM 314 Child Protection Practice                 | SOCWORK 315 Organisations And Management     | SOCWORK 312 Applied Social Research      |
| Year 2 | Gen Ed                                       | SOCHLTH 231 Health SW Practice<br><i>Or</i><br>SOCHFAM 232 Child & Family Law In SW<br><i>Or</i><br>SOCYOUTH 233 Working Young People   | SOCHFAM 215 Whanau/ Family/ Aiga Practice                                      | SOCWORK 212 Bicultural Social Work Practice         | SOCWORK 213 Social Work Practice Skills (15) & SOCWORK 214 Social Work Practice Theories (15) [Concurrent] |  | SOCWORK 216 Law And The State In Social Work | SOCWORK 211 Social Policy Development    |
| Year 1 | Gen Ed                                       | SOCWORK 113 Culture And Diversity   | SOCWORK 114 Treaty Of Waitangi In Human Services                               | HUMSERV 102 Lifespan Development For Human Services | SOCWORK 111 Professional Communication Skills  | HUMSERV 101 Psychology For Human Services              | SOCWORK 115 The Social Work Environment      | SOCWORK 112 Sociology For Human Services |



## Overview of the BSW Programme

For all course prerequisites please see **The University of Auckland Calendar 2015** - <http://www.calendar.auckland.ac.nz/>

### Year One BSW

Year one provides you with papers in key foundational knowledge for social work practice, looking at society and responses to social problems and challenges. Alongside students in the Bachelor of Human Services you will discover how sociology, psychology and understanding human communication can assist social workers to make sense of the complex social world we live in. You will think about the importance of the Treaty of Waitangi and our diverse cultural environment in social services in New Zealand. You will do one course from the General Education schedules, the schedules for the BSW are A, C, E, F, G and H.

| <b>HUMSERV 101<br/>Psychology for<br/>Human Services</b>  | <b>HUMSERV 102<br/>Lifespan<br/>Development for<br/>Human Services</b>   | <b>SOCWORK 111<br/>Professional<br/>Communication<br/>Skills</b>                          | <b>SOCWORK 112<br/>Sociology for<br/>Human Services</b>   | <b>SOCWORK 113<br/>Culture and<br/>Diversity</b>   | <b>SOCWORK 114<br/>Treaty of<br/>Waitangi in<br/>Human Services</b>  | <b>SOCWORK 115<br/>The Social Work<br/>Environment</b>  |
|---|--|---|---|--|--|---|
| 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. | 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. | An introductory exploration of notions of culture and diversity that critically examines impacts on individuals, whanau and communities in Aotearoa. | 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. | An introduction to the history and practice of social work and the wider policy environment that will be encountered while working in the profession. |

## Year Two BSW

Year Two provides you with courses that start to build your knowledge and skills for social work practice, as well as exploring society, law and social policy. You will also have the chance to do one course to begin your specialisation. If you don't want to specialize you can just pick a course that you are interested in from the schedule. You will do one course from the General Education schedules, the schedules for the BSW are A, C, E, F, G and H.

| <b>SOCWORK 211 Social Policy Development</b>   | <b>SOCWORK 212 Bicultural Social Work Practice</b>  | <b>SOCWORK 213 Social Work Practice Skills</b>  | <b>SOCWORK 214 Social Work Practice Theories</b>   | <b>SOCCHFAM 215 Whanau-Family-Aiga Practice</b>  | <b>SOCWORK 216 Law and the State in Social Work</b>   |
|--|---|---|--|--|---|
| Consideration of the contexts where policy review and development occur, the procedures involved, the role and preparation of submissions outlining a case for change. | An introduction to study of the personal and professional impact of the Treaty of Waitangi in social work practice and social workers' obligations to bi-cultural practice. | Development of the key skills of practice including: engagement, assessment, intervention, referral and evaluation. | An introduction to a range of theories and models of practice in social work and their application to a variety of social work settings, including personal and professional values, relevant codes of ethics, cultural practice and professional supervision. | 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 sociological exploration of the issues presented by the legal framework that impact on social workers' mandate to practice. |

### Options (pick one)

| <b>SOCHLTH 231 Health Social Work Practice (Health Specialisation)</b>   | <b>SOCCHFAM 232 Child and Family Law and Social Work (Child and Family Practice Specialisation)</b> | <b>SOCYOUTH 233 Working with Young People (Youth Services Specialisation)</b>   |
|--|---|---|
| An examination of the social work role both within a community and institutional setting, key health strategies, the structure and funding of health, and core skills in facilitating family meetings and working with issues of grief, loss and recovery. | An in-depth exploration of legislation that impacts on children, young people and their families.   | 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. |

### Year Three BSW

Year Three provides you with theory and practice courses to build on the knowledge and skills for practice and explore how research skills can help you to become an excellent reflective social work practitioner. You will examine the importance of understanding in mental health and child protection another course in your specialisation. If you don't want to specialize you can just pick a course that you are interested in from the schedule. You will also get out of the classroom and into the field do a twelve week supervised placement in a social services agency learning from experienced social workers.

| <b>SOCWORK 311<br/>Social Work Process<br/>and Practice</b>  | <b>SOCWORK 312<br/>Applied Social<br/>Research</b>   | <b>SOCHLTH 313<br/>Mental Health in<br/>Social Practice</b>   | <b>SOCCHFAM 314<br/>Child Protection<br/>Practice</b>  | <b>SOCWORK 315<br/>Organizations and<br/>Management</b>  | <b>SOCWORK 317 Supervised<br/>Field Practice and<br/>Professional Development 1</b>  |
|--|--|---|--|--|--|
| Students are required to integrate a defined range of approaches to practice comprising work with individuals, families and small groups. Knowledge, skills, values and ethics associated with direct practice will be extended. Students will apply the social work process of reflection and use of self in preparation for becoming a mindfully reflexive practitioner. | Social workers are reclaiming the research agenda in social work. Sound social work practice relies on evidence to inform theoretical frameworks, intervention decisions and practice evaluation. A practical introduction to the principles, theories and approaches that inform social research, with a particular emphasis on social work contexts. | An exploration of the dynamics of social practice with service users and their whanau/family with mental health issues. | An examination of the theoretical frameworks for understanding child abuse and neglect, and an investigation of strategies for safe professional practice in child protection. | Examines the variety of organizational frameworks from which human services are practised and the impact of these contexts on professional identity and practice in the workplace. | A practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills gained from the first two years of the Bachelor of Social Work programme. Includes a period of 12 weeks supervised agency-based placement. |

### Options (pick one)

| <b>SOCHLTH 334 Effective Social Work in Health<br/>and Disability Services</b>  | <b>SOCCHFAM 332 Working with Children and<br/>Families (Child and Family Practice<br/>Specialisation)</b>  | <b>SOCYOUTH 333 Working with Challenging<br/>Behaviours (Youth Services Specialisation)</b>  |
|---|--|--|
| Explores the role of social work with people who have disabilities or experience disabling conditions through accident, illness and aging. Examines policy and strategies of support for recovery and rehabilitation. Develops skills to address the psychosocial impact of physical loss and change with individuals, carers and families. | An exploration of effective approaches, policies, practices to engage with children and their families This course will develop the skills and knowledge necessary for working with families including assessing family capacity, child development and the significant relationships that promote child and family wellbeing. | 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. |

## Year Four BSW

Year Four provides you with advanced theory and practice courses to build on your knowledge and skills and the experience you have gained on your third year placement. You will examine the social work profession in greater detail, look at issues for indigenous development and learn how to utilise research skills and research findings in your practice. You take a stage 4 course in your specialisation and have a free choice of electives. Again, if you don't want to specialize you can just pick a course that you are interested in from the open courses. You will also get out of the classroom and into the field to do your final sixteen week supervised placement in a social services. If you are specializing, it is most likely that this placement will be in a relevant agency context.

| <b>SOCWORK 411 Social Work Interventions for Best Practice</b>   | <b>SOCWORK 356 Community Development</b>   | <b>SOCWORK 413 The Social Work Discourse</b>  | <b>SOCWORK 414 Research and Evaluation in Social Practice</b>   | <b>SOCWORK 415 Supervised Field Practice and Professional Development 2</b>  |
|--|--|---|---|--|
| An in-depth examination of contemporary issues in social work practice, focusing on evidence-based practice and intervention skills that have direct application to complex practice situations. | 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. | An exploration of the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain. | An exploration of relevant social work research literature and formulation of a research or service evaluation proposal. Develops confidence and skills in the application of research principles, the design and implementation and critique of research strategies and the utilization of research outcomes in social services. | An advanced practicum course which provides an exposition of the relationship between critical reflection, professional supervision and ethical practice to the knowledge, skills and practice experience of the social work profession. Includes a 16 week placement. |

### Options (pick two)

| <b>SOCCHFAM 431 Child and Adolescent Mental Health Issues (Child and Family Practice Specialisation)</b>  | <b>SOCHLTH 432 Working with Grief and Loss (Health Specialisation)</b>   | <b>SOCYOUTH 433 Youth Justice Issues and Strategies (Youth Services Specialisation)</b>  |
|---|--|--|
| A critical examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on the current successful treatments for severely emotionally distressed children and young people within Aotearoa New Zealand. | An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. | An in-depth examination of contemporary literature, research and cutting edge strategies in youth offending and recidivist behaviours, with an emphasis on the skills necessary for working successfully with this client group. |

### Additional Electives (available according to student numbers)

#### **SOCWORK 353 Counselling in Social Practice**

An exploration of theories and models of practice in counselling in social services settings. Includes preparation for work with individuals and whanau in a range of settings and with clients from different social and cultural backgrounds.

## REGULATIONS FOR THE DEGREE OF BACHELOR OF SOCIAL WORK – BSW

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

### Admission

- 1 To be admitted to this programme a student must
  - a meet University entry criteria
  - and
  - b have personal qualities suitable for becoming a social worker. Personal references and an interview will normally be required.

**Note: The applicant will be required to consent to a Police check to ensure they meet the requirements of the Social Workers Registration Act 2003.**

### Duration and Total Points Value

2 A student enrolled for this degree must follow a programme of the equivalent of eight full-time semesters and pass courses with a total value of 480 points, unless credit is granted under the Admission Regulations and/or the Credit Regulations.

3 The requirements for this degree must be completed within 16 semesters of initial enrolment.

### Structure and Content

4 Of the 480 points required for this degree, a student must pass:

- a at least 450 points from one of the majors or specialisations listed in the Bachelor of Social Work Schedule.
  - b (i) 30 points from courses offered in either the General Education Open Schedule or the General Education Faculty Schedule approved for this degree or from a combination of these schedules.
  - (ii) In order to complete the requirements for General Education students must pass the Academic Integrity course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the University Calendar.
- 5 The programme for each student must be approved by the Head of Programme.

### General Education Exemptions

6 a A student is exempted from the requirement to pass courses offered in the General Education Schedules who has: either

- (i) completed an undergraduate degree at a tertiary institution
- or
- (ii) commenced study for this degree at a tertiary institution before 1 January 2006
- or
- (iii) been admitted to this degree with credit from another tertiary institution of 240 points or more.

b A student who has been exempted from the requirement to pass courses offered in the General Education Schedules must substitute 30 points from courses approved by the Dean of Faculty of Education.

c A student admitted to this degree with credit from another tertiary institution of between 120 and 235 points inclusive must pass:

- (i) 15 points from courses offered in the General Education Schedules
- and
- (ii) a further 15 points from courses approved by the Dean of Faculty.

d A student who has been fully or partially exempted from the requirement to pass courses offered in the General Education Schedules is nonetheless required to complete the Academic Integrity course.

### Practical and Professional Requirements

7 a At the discretion of Senate or its representative, a student who does not pass a Professional Practice course (SOCWORK 213, 317, 411, 415) may be declined permission to re-enrol for this degree.

b Re-enrolment in any of SOCWORK 213, 317, 411 or 415 after failing that course requires the permission of the Dean of Faculty of Education.

c A student must continue to meet the requirements for registration throughout the duration of enrolment in the programme.

### Termination of Enrolment

8 a If the behaviour of a student in a learning or practice environment is found, after due and fair inquiry, to be offensive, disruptive or likely to give rise to a risk of harm to the welfare of any person, the enrolment of the student in the programme may be terminated by Senate or its representative and any application to re-enrol may likewise be declined.

b A student who is subject to any such inquiry may be suspended by Senate or its representative from lectures, classes and any practice placement pending the outcome of the inquiry.

c A student whose enrolment is terminated under Regulation 8a may appeal from that decision to the Council or its duly appointed delegate.

### Variations

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

**Commencement**

10 These regulations came into force on 1 January 2007 for all students enrolling for this degree for the first time. The 2001 regulations for the Degree of Bachelor of Social Work offered by the former Auckland College of Education were thereby repealed except for those former students of the Auckland College of Education who have been studying continuously for this degree for whom the regulations will be repealed on 1 December 2011.

**COURSES OF STUDY****GENERAL SOCIAL WORK MAJOR***Core Courses – 390 points*

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>  | <b>Restriction</b>                     |
|------------|--------------|---------------|---|--|
| 15         | HUMSERV      | 101           | Psychology for Human Services                             | ACE 962.507                            |
| 15         | HUMSERV      | 102           | Lifespan Development for Human Services                   | ACE 990.506                            |
| 15         | SOCWORK      | 111           | Professional Communication Skills                         |  |
| 15         | SOCWORK      | 112           | Sociology for Human Services                              | ACE 962.501,<br>990.604                |
| 15         | SOCWORK      | 113           | Culture and Diversity                                     |  |
| 15         | SOCWORK      | 114           | Treaty of Waitangi in Human Services                      | ACE 990.606                            |
| 15         | SOCWORK      | 115           | The Social Work Environment                               |  |
| 15         | SOCWORK      | 211           | Social Policy Development                                 | ACE 990.607                            |
| 15         | SOCWORK      | 212           | Bicultural Social Work Practice                           | ACE 990.502                            |
| 15         | SOCWORK      | 213           | Social Work Practice Skills                               | ACE 990.504                            |
| 15         | SOCWORK      | 214           | Social Work Practice Theories                             | ACE 990.503                            |
| 15         | SOCCHFAM     | 215           | Whanau-Family-Aiga Practice                               | ACE 991.604                            |
| 15         | SOCWORK      | 216           | Law and the State in Social Work                          | ACE 991.602                            |
| 15         | SOCWORK      | 311           | Social Work Approaches and Interventions                  | ACE 990.603                            |
| 15         | SOCWORK      | 312           | Applied Social Research                                   | ACE 990.605                            |
| 15         | SOCHLTH      | 313           | Mental Health in Social Practice                          | ACE 992.702                            |
| 15         | SOCCHFAM     | 314           | Child Protection Practice                                 | ACE 992.703                            |
| 15         | SOCWORK      | 315           | Organizations and Management                              | ACE 991.601<br>ACE 990.608,<br>991.603 |
| 15         | SOCWORK      | 356           | Community Development                                     |  |
| 30         | SOCWORK      | 317           | Supervised Field Practice and Professional Development I  | ACE 990.501                            |
| 15         | SOCWORK      | 411           | Social Work Interventions for Best Practice               | ACE 990.703                            |
| 15         | SOCWORK      | 413           | The Social Work Discourse                                 | ACE 990.701                            |
| 15         | SOCWORK      | 414           | Research and Evaluation in Social Practice                |  |
| 30         | SOCWORK      | 415           | Supervised Field Practice and Professional Development II | ACE 990.601                            |

**plus at least 60 further points from:**

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>  | <b>Restriction</b> |
|------------|--------------|---------------|---|--------------------|
| 15         | SOCHLTH      | 231           | Health Social Work Practice                             | ACE 992.701        |
| 15         | SOCCHFAM     | 232           | Child and Family Law and Social Work                    |                    |
| 15         | SOCYOUTH     | 233           | Working with Young People                               | ACE 535.503        |
| 15         | YOUTHWRK     | 354           | Rangatahi: Taonga Tuku Iho                              | ACE 535.704        |
| 15         | YOUTHWRK     | 353           | Enhancing Pasifika Development                          | ACE 535.705        |
| 15         | SOCHLTH      | 334           | Effective Social Work in Health and Disability Services |                    |
| 15         | SOCCHFAM     | 332           | Working with Children and Families                      |                    |
| 15         | SOCYOUTH     | 333           | Working with Challenging Behaviours                     |                    |
| 15         | SOCWORK      | 351           | Working with Pasifika Communities                       |                    |
| 15         | SOCWORK      | 353           | Counselling in Social Practice                          | ACE 992.705        |
| 15         | SOCCHFAM     | 431           | Child and Adolescent Mental Health Issues               |                    |
| 15         | SOCHLTH      | 432           | Working with Grief and Loss                             |                    |
| 15         | SOCYOUTH     | 433           | Youth Justice Issues and Strategies                     |                    |

This is the course of study for those not selecting a major.

**CHILD AND FAMILY PRACTICE MAJOR***Core Courses – 435 points*

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>  | <b>Restriction</b>                     |
|------------|--------------|---------------|---|--|
| 15         | HUMSERV      | 101           | Psychology for Human Services                             | ACE 962.507                            |
| 15         | HUMSERV      | 102           | Lifespan Development for Human Services                   | ACE 990.506                            |
| 15         | SOCWORK      | 111           | Professional Communication Skills                         |  |
| 15         | SOCWORK      | 112           | Sociology for Human Services                              | ACE 962.501,<br>990.604                |
| 15         | SOCWORK      | 113           | Culture and Diversity                                     |  |
| 15         | SOCWORK      | 114           | Treaty of Waitangi in Human Services                      | ACE 990.606                            |
| 15         | SOCWORK      | 115           | The Social Work Environment                               |  |
| 15         | SOCWORK      | 211           | Social Policy Development                                 | ACE 990.607                            |
| 15         | SOCWORK      | 212           | Bicultural Social Work Practice                           | ACE 990.502                            |
| 15         | SOCWORK      | 213           | Social Work Practice Skills                               | ACE 990.504                            |
| 15         | SOCWORK      | 214           | Social Work Practice Theories                             | ACE 990.503                            |
| 15         | SOCCHFAM     | 215           | Whanau-Family-Aiga Practice                               | ACE 991.604                            |
| 15         | SOCWORK      | 216           | Law and the State in Social Work                          | ACE 991.602                            |
| 15         | SOCCHFAM     | 232           | Child and Family Law and Social Work                      |  |
| 15         | SOCWORK      | 311           | Social Work Approaches and Interventions                  | ACE 990.603                            |
| 15         | SOCWORK      | 312           | Applied Social Research                                   | ACE 990.605                            |
| 15         | SOCHLTH      | 313           | Mental Health in Social Practice                          | ACE 992.702                            |
| 15         | SOCCHFAM     | 314           | Child Protection Practice                                 | ACE 992.703                            |
| 15         | SOCWORK      | 315           | Organizations and Management                              | ACE 991.601                            |
| 30         | SOCWORK      | 317           | Supervised Field Practice and Professional Development I  | ACE 990.501<br>ACE 990.608,<br>991.603 |
| 15         | SOCWORK      | 356           | Community Development                                     |  |
| 15         | SOCCHFAM     | 332           | Working with Children and Families                        |  |
| 15         | SOCWORK      | 411           | Social Work Interventions for Best Practice               | ACE 990.703                            |
| 15         | SOCWORK      | 413           | The Social Work Discourse                                 | ACE 990.701                            |
| 15         | SOCWORK      | 414           | Research and Evaluation in Social Practice                |  |
| 30         | SOCWORK      | 415           | Supervised Field Practice and Professional Development II | ACE 990.601                            |
| 15         | SOCCHFAM     | 431           | Child and Adolescent Mental Health Issues                 |  |

**plus at least 15 further points from:**

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>                      | <b>Restriction</b> |
|------------|--------------|---------------|-----------------------------------|--------------------|
| 15         | SOCWORK      | 351           | Working with Pasifika Communities |                    |
| 15         | SOCWORK      | 353           | Counselling in Social Practice    | ACE 992.705        |
| 15         | SOCHLTH      | 432           | Working with Grief and Loss       |                    |

**HEALTH SOCIAL WORK PRACTICE MAJOR***Core Courses – 435 points*

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>  | <b>Restriction</b> |
|------------|--------------|---------------|---|--------------------|
| 15         | HUMSERV      | 101           | Psychology for Human Services                             | ACE 962.507        |
| 15         | HUMSERV      | 102           | Lifespan Development for Human Services                   | ACE 990.506        |
| 15         | SOCWORK      | 111           | Professional Communication Skills                         | ACE 962.501,       |
| 15         | SOCWORK      | 112           | Sociology for Human Services                              | 990.604            |
| 15         | SOCWORK      | 113           | Culture and Diversity                                     |                    |
| 15         | SOCWORK      | 114           | Treaty of Waitangi in Human Services                      | ACE 990.606        |
| 15         | SOCWORK      | 115           | The Social Work Environment                               |                    |
| 15         | SOCWORK      | 211           | Social Policy Development                                 | ACE 990.607        |
| 15         | SOCWORK      | 212           | Bicultural Social Work Practice                           | ACE 990.502        |
| 15         | SOCWORK      | 213           | Social Work Practice Skills                               | ACE 990.504        |
| 15         | SOCWORK      | 214           | Social Work Practice Theories                             | ACE 990.503        |
| 15         | SOCCHFAM     | 215           | Whanau-Family-Aiga Practice                               | ACE 991.604        |
| 15         | SOCWORK      | 216           | Law and the State in Social Work                          | ACE 991.602        |
| 15         | SOCHLTH      | 231           | Health Social Work Practice                               | ACE 992.701        |
| 15         | SOCWORK      | 311           | Social Work Approaches and Interventions                  | ACE 990.603        |
| 15         | SOCWORK      | 312           | Applied Social Research                                   | ACE 990.605        |
| 15         | SOCHLTH      | 313           | Mental Health in Social Practice                          | ACE 992.702        |
| 15         | SOCCHFAM     | 314           | Child Protection Practice                                 | ACE 992.703        |
| 15         | SOCWORK      | 356           | Community Development                                     | ACE 990.608,       |
| 15         | SOCWORK      | 315           | Organizations and Management                              | 991.603            |
| 30         | SOCWORK      | 317           | Supervised Field Practice and Professional Development I  | ACE 990.601        |
| 15         | SOCCHFAM     | 334           | Effective Social Work in Health and Disability Services   | ACE 990.501        |
| 15         | SOCWORK      | 411           | Social Work Interventions for Best Practice               | ACE 990.703        |
| 15         | SOCWORK      | 413           | The Social Work Discourse                                 | ACE 990.701        |
| 15         | SOCWORK      | 414           | Research and Evaluation in Social Practice                |                    |
| 30         | SOCWORK      | 415           | Supervised Field Practice and Professional Development II | ACE 990.601        |
| 15         | SOCCHFAM     | 432           | Working with Grief and Loss                               |                    |

**plus at least 15 further points from:**

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>                      | <b>Restriction</b> |
|------------|--------------|---------------|-----------------------------------|--------------------|
| 15         | SOCWORK      | 351           | Working with Pasifika Communities |                    |
| 15         | SOCWORK      | 353           | Counselling in Social Practice    | ACE 992.705        |
| 15         | YOUTHWRK     | 354           | Rangatahi: Taonga Tuku Iho        | ACE 535.704        |
| 15         | YOUTHWRK     | 353           | Enhancing Pasifika Development    | ACE 535.704        |
| 15         | SOCHLTH      | 432           | Working with Grief and Loss       |                    |



**YOUTH SERVICES PRACTICE MAJOR***Core Courses – 435 points*

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>   | <b>Restriction</b>   |
|------------|--------------|---------------|--|----------------------|
| 15         | HUMSERV      | 101           | Psychology for Human Services  | ACE 962.507          |
| 15         | HUMSERV      | 102           | Lifespan Development for Human Services  | ACE 990.506          |
| 15         | SOCWORK      | 111           | Professional Communication Skills  |                      |
| 15         | SOCWORK      | 112           | Sociology for Human Services   | ACE 962.501, 990.604 |
| 15         | SOCWORK      | 113           | Culture and Diversity  |                      |
| 15         | SOCWORK      | 114           | Treaty of Waitangi in Human Services   | ACE 990.606          |
| 15         | SOCWORK      | 115           | The Social Work Environment  |                      |
| 15         | SOCWORK      | 211           | Social Policy Development  | ACE 990.607          |
| 15         | SOCWORK      | 212           | Bicultural Social Work Practice  | ACE 990.502          |
| 15         | SOCWORK      | 213           | Social Work Practice Skills  | ACE 990.504          |
| 15         | SOCWORK      | 214           | Social Work Practice Theories  | ACE 990.503          |
| 15         | SOCCHFAM     | 215           | Whanau-Family-Aiga Practice  | ACE 991.604          |
| 15         | SOCWORK      | 216           | Law and the State in Social Work   | ACE 991.602          |
| 15         | SOCHLTH      | 233           | Working with Young People  | ACE 535.506          |
| 15         | SOCWORK      | 311           | Social Work Approaches and Interventions   | ACE 990.603          |
| 15         | SOCWORK      | 312           | Applied Social Research  | ACE 990.605          |
| 15         | SOCHLTH      | 313           | Mental Health in Social Practice   | ACE 992.702          |
| 15         | SOCCHFAM     | 314           | Child Protection Practice  | ACE 992.703          |
| 15         | SOCWORK      | 315           | Organizations and Management   | ACE 990.601          |
| 15         | SOCWORK      | 356           | Community Development<br>Supervised Field Practice and Professional<br>Development I                       | ACE 990.608, 991.603 |
| 30         | SOCWORK      | 317           | Supervised Field Practice and Professional<br>Development I  | ACE 990.501          |
| 15         | SOCYOUTH     | 333           | Working with Challenging Behaviours  |                      |
| 15         | SOCWORK      | 411           | Social Work Interventions for Best Practice  | ACE 990.703          |
| 15         | SOCWORK      | 413           | The Social Work Discourse  | ACE 990.701          |
| 15         | SOCWORK      | 414           | Research and Evaluation in Social Practice<br>Supervised Field Practice and Professional<br>Development II |                      |
| 30         | SOCWORK      | 415           | Supervised Field Practice and Professional<br>Development II   | ACE 990.601          |
| 15         | SOCCHFAM     | 433           | Youth Justice Issues and Strategies  |                      |

**plus at least 15 further points from:**

| <b>pts</b> | <b>Alpha</b> | <b>number</b> | <b>Title</b>                      | <b>Restriction</b> |
|------------|--------------|---------------|-----------------------------------|--------------------|
| 15         | YOUTHWRK     | 354           | Rangatahi: Taonga Tuku Iho        | ACE 535.704        |
| 15         | YOUTHWRK     | 353           | Enhancing Pasifika Development    | ACE 535.705        |
| 15         | SOCWORK      | 351           | Working with Pasifika Communities |                    |
| 15         | SOCHLTH      | 432           | Working with Grief and Loss       |                    |

## 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 Director of Social Work or nominee of your programme.

### **Resignation from Programme**

Any intention to resign from the programme should be discussed with the Director of Social Work..

Collect the relevant forms from the Education Student Centre. Then make an appointment to present the completed form to the Director of Social Work. Arrange this appointment directly with the Director of Social Work. .

### **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.**