

PROGRAMME HANDBOOK 2018

School of Counselling, Human Services and Social Work

Postgraduate Diploma in Counselling Theory & Master of Counselling

EPSOM CAMPUS

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Postgraduate Diploma in Counselling Theory & Master of Counselling

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Faculty of Education and Social Work Academic Roles

Dean of Education and Social Work	Associate Professor Mark Barrow
Deputy Dean	Associate Professor Wayne Smith
Head of Initial Teacher Education	Associate Professor Fiona Ell
Associate Dean, Teaching and Learning	Associate Professor Eleanor Hawe (to July 2018) Dr Rena Heap (from July 2018)
Associate Dean, Research	Dr Aaron Wilson
Associate Dean, Postgraduate	Professor Gavin Brown
Associate Dean, Students	Dr Rachel Russell
Associate Dean, International (Strategic Engagement)	Dr Marek Tesar
Associate Dean, Pasifika	Dr Rae Si'iliata
Associate Dean, PBRF	Dr Jay Marlowe
Te Tumu	Dr Te Kawehau Hoskins

Website - www.education.auckland.ac.nz

Unuhia te rito o te harakeke, kei hea te kōmako e kō?
Ui mai ki ahau, 'He aha te mea nui o te Ao?'
Māku e kī atu,
'He tangata, he tangata, he tangata.'

If you remove the central shoot of the flax bush, where will the bellbird
find rest?
If you were to ask me, 'What is the most important thing in the world?'
I would reply,
'It is people, it is people, it is people.'

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Introduction

Welcome to the Postgraduate Diploma in Counselling Theory (PGDipCounsTh) or Master of Counselling (MCouns) programmes. We hope you will find your studies with us rewarding. In this handbook you will find information about the nature of our programmes and the regulations and the schedule of courses needed to complete your degree.

Counsellor education has been offered at the University of Auckland for over 40 years, and our programmes have evolved as our profession and counsellor education have developed to meet the challenges of a changing world. We have a strong presence and reputation in the field, with highly experienced staff who are passionate about making a difference.

Our counselling programmes are designed for mature students with existing tertiary qualifications and professional experience in a field related to counselling, who wish to transition into counselling from their current profession. They also cater to counselling practitioners who are wishing to extend their professional learning through undertaking advanced qualifications and are already working in professional counselling practice, counsellor education and/or research.

Our graduates work in a variety of settings including school and tertiary counselling, counselling agencies in the community, private practice, workplace counselling, family therapy, consultation, pastoral care in religious communities, and counsellor education. A number of graduates have also completed doctoral degrees.

Through our programmes you will have the opportunity to gain sound and creative counselling and facilitation skills to enhance your practice, examine in depth the inter-related components of theory, research and practice, and develop the knowledge, understanding, critical thinking and research skills to reflect more effectively on your own practice.

Part 1 of the MCouns can be completed in one year full-time or two years part-time and involves both taught courses and practicum work. Part 2 of the MCouns can be completed in one year full-time or two years part-time, and involves the completion of a research portfolio that includes case studies and the report of an original research project. The PGDipCounsTh is equivalent to Part 1 of the MCouns and can be completed in one year full-time or up to four years part-time.

The MCouns provides an opportunity to study to become a counsellor or raise the level of your counselling knowledge, skills and qualifications. It will enable you to develop advanced counselling skills and your knowledge of the theory, the values and ethical principles, and the research that underpin effective professional counselling practice. The Postgraduate Diploma in Counselling Theory (PGDipCounsTh) is a standalone qualification in which you will gain a comprehensive knowledge of the theory and research that underpin counselling practice. It can be studied to enhance your professional skill base and it is also a pathway to the Master of Counselling (MCouns).

This booklet is designed to provide you with information that you will need as a student of both the PGDipCounsTh and the MCouns. It covers useful information about University services and policies of the Counselling programmes. Further information about the University can be found in the [University Calendar](#). We recommend that you read the calendar for other important matters about being a student at the University of Auckland. It is important that you become familiar with these policies.

Goals of the programme

Our MCouns programme is designed for mature students with existing tertiary qualifications and professional experience in a field related to counselling, who are working in or intending to work in professional counselling practice, counsellor education and/or research. A primary goal of the programme is to provide a professional learning and development opportunity in which theory, research and practice are inter-related. A further goal of the programme is to enable each individual student to tailor learning to his/her particular background, practice setting and professional goals.

Communication

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

The most important method is via your University of Auckland student e-mail address. All students must activate this account by using their username 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 your addresses and phone numbers and ensure that your postal address for mail is current. You can change this on line via [Student Services Online](#).

Support and Advice

Our programme team are willing to offer assistance to students on an individual basis (our contacts e-mails are on page 2 in this Handbook).

For other special assistance with your study skills and academic writing you can use the excellent services of the [Academic Success Centre](#), [Libraries and Learning Service](#), [Pasifika Success Centre](#) or [Te Korowai Atawhai](#).

Graduate profile

Graduates of the Master of Counselling degree will practice in a variety of settings, and will be committed to their ongoing professional development throughout their careers, including continually reflecting upon their practice and striving to enhance their effectiveness. They will contribute to the counselling profession and the wider community through effective, highly skilled and soundly based practice, through engaging in dialogue between research and practice, through potentially advancing scholarship and research related to the field. Graduates will demonstrate the following dispositions, knowledge and skills:

I. Specialist knowledge and skills

- A mastery of a body of knowledge, including a high level understanding of conceptual and theoretical elements, in the field of counselling
- An understanding and appreciation of current issues and debates in the counselling field
- An understanding and appreciation of the philosophical bases, methodologies and characteristics of scholarship, research and creative work in counselling.
- A capacity to apply knowledge, skills and understandings in the practice of a range of counselling activities.

II. Effective communication

- An ability to communicate effectively and appropriately with diverse clients in counselling practice.
- An ability to communicate ideas effectively in suitable formats to a range of audiences associated with the practice of counselling and to the wider community.
- An ability to communicate effectively in written and spoken English and/or Maori, and where appropriate, other languages.
- An ability to work collaboratively and effectively with others, within a range of teams and contexts, respecting individual roles and responsibilities.

III. General intellectual skills and capacities

- A capacity for critical, conceptual and reflective thinking.
- An ability to recognize when information is needed and a capacity to locate, contextualize, critically evaluate, synthesise, and effectively use this information.
- An ability to analyse and synthesise information using appropriate tools, technologies and methods.
- An ability to make use of advanced information and communication technologies.
- A capacity for critical appraisal of relevant scholarly literature and its application to practice and/or research.
- A demonstrated understanding and awareness of the design, conduct and reporting of relevant research.
- An ability to initiate, design, conduct, sustain and report research.
- A willingness to seek continuous improvement in both practice and research skills and the quality of both.

IV. Independence, creativity and learning

- An intellectual openness and curiosity.
- A love and enjoyment of ideas, discovery and learning.
- A capacity for creativity and originality.
- An ability to identify, define, analyse and solve problems in a flexible manner and the skill to adapt innovatively to changing environments.
- An ability to work independently and in collaboration with others.
- Self-discipline and an ability to plan and achieve personal and professional goals, including career advancement and identifying appropriate opportunities in the field.
- A commitment to ongoing academic and professional development and related personal growth.

V. Ethical and social understanding

- Personal, professional and intellectual integrity, ethical awareness and the capacity to uphold high standards of ethical conduct in professional practice.
- An awareness of local, regional, national and international dimensions of social trends and activities affecting the community.
- Leadership potential and a developing ability and willingness to take on leadership roles within organisations, the profession and the wider community.
- Respect for the values of individuals, Maori, and other cultural groups, and an appreciation of human and cultural diversity and interdisciplinary perspectives.

While it is expected that graduates of the PGDipCounsTh will demonstrate many of the dispositions listed above the key difference between the two sets of graduates will be in relation to their ability to apply their theoretical knowledge and understandings to the practice setting.

PGDipCounsTh students will not be expected to:

- apply knowledge, skills and understandings beyond a beginning level in the practice of a range of counselling activities communicate effectively and appropriately with diverse clients in counselling practice.
- communicate ideas effectively about professional matters in suitable formats to a range of audiences associated with the practice of counselling and to the wider community.

Outcome statement

Master of Counselling graduates will practise with a high level of competence in a diverse range of professional environments, utilising theory and research to inform their current and future practice. They will also make an effective contribution to the research environment by engaging in research-practitioner dialogue and counselling-related research activities. The degree will also prepare graduates to become full members of the New Zealand Association of Counsellors (NZAC).

PGDipCounsTh graduates will exit the programme with a strong, up-to-date knowledge base as it pertains to counselling theory.

Programme overview

Students who are selected for the MCouns programme will undertake 120 points of taught courses in the first year of the programme, enabling them to develop a strong knowledge and skill base. They will be required to undertake at least 100 hours of counselling practicum in the community while undertaking these first 120 points. Because of the need to include a substantial background of professional knowledge and skills in this taught part of the programme, entry to the second half, a 120 point research portfolio, will be on the basis of a 15 point research method course, and a B average or higher for the first 120 points. Those who do not gain a B average or higher for the first 120 points may apply to reassign courses passed for the Master of Counselling to a Postgraduate Diploma in Counselling Theory.

In the second year of the programme, while undertaking the research portfolio, students will attend regular seminars and workshops which will extend and integrate their research knowledge with their reflection on their practice. By means of this focused, coherent, cohort-based approach, which is a unique feature of this degree, students will be equipped with the necessary research knowledge, skills and understandings to enable them to complete the research portfolio. There are precedents for this cohort-based approach in other professional, health-related masters programmes. Students will also be required to undertake 500 hours of counselling practice while enrolled in the research portfolio, in order to meet the requirements for membership of the New Zealand Association of Counsellors. Of necessity, most students will need to enrol in this part of the programme on a part-time basis.

The programme of study for the PGDipCounsTh will comprise 120 points of taught courses. Students who complete the requirements of this diploma with an average grade of B or higher will be eligible to enrol in the second year of the 240-point MCouns.

Key Dates for 2018

Semester One – 2018

Welcome and orientation	Tuesday 13 February 2018
Semester One begins	Monday 26 February 2018
Mid Semester Break/Easter	Friday 30 March – Saturday 14 April 2018
Programme Noho Marae	Friday 13 April – Saturday 14 2018
ANZAC Day	Wednesday 25 April 2018
Graduation	Monday 7, Wednesday 9, Friday 11 May 2018
Lectures end	Friday 1 June 2018
Study break	Saturday 2 – Wednesday 6 June 2018
Examinations	Thursday 7 – Monday 25 June 2018
Queen’s Birthday	Monday 4 June 2018
Semester One ends	Monday 25 June 2018

Semester Two - 2018

Semester Two begins	Monday 16 July 2018
Mid-semester break	Monday 27 August – Saturday 8 September 2018
Graduation	Tuesday 25 September 2018
Lectures end	Friday 19 October 2018
Study break/exams	Saturday 20 – Wednesday 24 October 2018
Examinations	Thursday 25 October – Monday 12 November 2018
Labour Day	Monday 22 October 2018
SemesterTwo ends	Monday 12 November 2018

Semester One – 2019

Semester One begins	Monday 4 March 2019
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General Information

Enrolments, withdrawals and course changes

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

Students may withdraw from courses should their situation change, however this should not be done without discussion with either the programme leader, in the case of Part 1 students, or if you are in Part 2 first discuss this with your Academic Supervisor. Neither your supervisor 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 Canvas 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.

See the 2018 [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 in the first instance with your lecturers and then with the School Office on floor N2.

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 or www.ubiq.co.nz or Phone 09 306 2700 (Option 1). Delivery costs (courier within NZ) are added to the price at the time of checkout, or books may be collected from any of the UBS stores. You may also choose to purchase from reputable online sources.

You will be provided with readings in several different ways. Basic readings are provided electronically free of charge. These will be provided to you through Canvas. 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 and from counselling staff.

Your School may use a range of assessment methods that can include: literature reviews, journals, oral presentations, reports, case studies, seminars, essays presentations, and group projects. The cost of materials required for the preparation of assignments will be the responsibility of students unless otherwise specified.

Accreditation

Postgraduate Diploma in Counselling Theory and the Master of Counselling degree were approved by the Committee for University Academic Programmes under the provisions of the Education Act 1989. The Counselling programme is recognised by the Ministry of Education as suitable for secondary school counsellors, and provide scholarships for suitable candidates. The programme is also recognised by the New Zealand Association of Counsellors for the purposes of membership. www.nzac.org.nz/membership

Student feedback

Courses delivered at the University of Auckland are regularly reviewed in a centralised, anonymous student review process. The results of these processes are provided to programme administrators who are responsible for action on student concerns. The University has a Quality Management System which ensures that all courses and programmes are subject to monitoring and review. In addition to this formal system, our lecturers would invite your helpful feedback at any time throughout courses or at the end of them.

Further Student Support

Where students have questions or concerns about their programme, performance, or personal professional well-being they are urged to seek immediate assistance from an appropriate source.

Nature of your query or concern:	Who to see:
Academic Success Centre (Student Support) N Block Level 3 foyer	Academic English Language Co-ordinator Jenni Bedford ext 48186 Speech Language Therapist Elaine Tasker ext 48756 Maths Support Angela Spavin ext 48217
Deferral, Resignation, Transfer	Education Student Centre – request appropriate form
Difficulty with course content	Your lecturer/s Academic Success Centre – N Block
Disability Support	Email: disability@auckland.ac.nz Website: www.disability.auckland.ac.nz
Feeling at risk of failure/progress causing concern	Your lecturer/s, Academic Success Centre, Counsellors, Associate Director or Programme Leader, Course Directors, Pouarataki
Student Association etc.	PGSA (Postgraduate Students Association) Website: www.pgsa.org.nz
Health/Medical	Epsom Campus Student Health Service, R Block, ext 48526, DD 623 8889
International Students	Associate Dean International (Strategic Engagement) Dr Marek Tesar, ext 46375
Personal, professional, or confidential issues	Epsom Campus Counsellors: make appointment online under ' Counselling Services ' or phone 923-7681
Student Allowances/Loans	StudyLink, 0800-889 900
Support for Māori students Te Korowai Atawhai / Māori Student Support Service	Kaitiaki Tauira Māori /Māori Student Support Coordinator: Rochai Taiaroa, ext 46388 Kaiāwhina & student study space (contact Rochai for location) Te Puna Wānanga Graduate student space (D Block)
Support for Pasifika students	Pasifika Success Coordinator (Level 2 N211) Tim Baice, Academic Coordinator, ext 48469
Sylvia Ashton Warner Library	Epsom Campus – Phone: 09 623 8886 Email: library@auckland.ac.nz See University website for hours
Timetable and programme of study. Fails, resits, all changes to your programme	Education Student Centre, A Block

In certain circumstances the student counselling service is able to assist with grants for 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.

Student Learning Services

We strongly advise you to seek support from the [Academic Success Centre](#), [Libraries and Learning Services](#), [Pasifika Success](#) or [Te Korowai Atawhai](#) 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

One of the greatest sources of counselling information and research can be found in the Library, and you will have an opportunity to attend an Orientation Programme for the Library. It may have been a while since you last studied but we hope that you will be a confident user of electronic resources and databases once you graduate.

Library hours

Term hours

Monday – Thursday	8am – 8pm
Friday	8am – 6pm
Saturday & Sunday	10am – 4pm

Term break hours

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 **in the last 2 hours before the library closes** and **must** be returned by opening time of the library to avoid a fine.

Library: Essentials for using the Sylvia Ashton-Warner Library

The Library lending policy is explained in detail at: <http://www.library.auckland.ac.nz/services/borrowing-and-requesting>

Key points to remember:

- There are Subject Librarians who can help you with your research. Go to : <http://www.library.auckland.ac.nz/contacts/subject-librarian/?sbid=0>
- The Library provides training courses in searching the catalogue, using databases and EndNote. Make a booking at: https://www.library.auckland.ac.nz/workshops/my_account
- **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 student email (username@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.

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 counselling, and all students should be computer confident at the time of their graduation.

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

Assignment Process

CANVAS

Most, if not all, of your assignments will be able to be electronically submitted via the Learning Management System, [Canvas](#).

Paper based and other non-electronic submissions will continue to be collected at the designated on- campus locations. These should be submitted with the coversheet that will be available via the Cover Sheet link located in the left hand navigation bar in your Canvas course site. The coversheets will be individualised with a QR code that will be scanned on receipt.

All non-electronic assignments are handed in at the campus where you attend the course (unless your lecturer advises otherwise).

Assignment drop off location:

Epsom Campus (except [Flexi Learning](#)): A114A (The Assignment Centre opposite the Education Student Centre is open Monday – Friday, from 9.30am – 4pm during semester, and reduced hours during semester breaks). Drop box to on left hand wall; after-hours drop box located beside the main entrance.

Assignment Submission

Non-electronic submission of Assignments

Faculty students across all campuses will generate their own individual coversheets for each assignment. Every coversheet will contain a unique barcode to facilitate prompt processing and automated emails to confirm receipt and advise when an assignment is ready to be picked up.

Electronic Submission of Assignments

All electronic submission of assignments must be uploaded to an assignment dropbox on Canvas, or Turnitin as assigned by your lecturer. You will be notified at the beginning of your course that the submission of assignments is electronic. You will also be notified about how you will receive your marked assignment back. Usually online submission means your marked script will be made available to you online. Information will be provided as to how to upload your assignment and how to access your marked script online from the Course Director. No coversheet is required for electronic submission.

The submission time of 4:30 pm for postgraduate level 7 coursework apply to submission of online assignments.

Find information about coversheets, forms and course information and assignments frequently asked questions via link: www.education.auckland.ac.nz/en/for/current-students/assignments.

Extensions

Requests for extensions must be made to the Course Co-ordinator (or nominee where applicable) in advance of the due date. Applications must be accompanied by evidence of the need for an extension. Extensions will not be granted for academic workload reasons (for example, a number of assignments due at the same time) but may be considered in the case of temporary illness or injury, or for compassionate reasons. Extensions are granted at the discretion of the Course Director (or nominee where applicable). For further information see www.education.auckland.ac.nz/en/for/current-students/assignments.

Assessment and Grading Scale

Assessment comprises of assignments and coursework. There are no examinations. Programme coursework refers to all other assessments (assignments, seminars, practicum, tests etc.).

1. In courses that only include coursework students must complete to the satisfaction of the examiners such oral, practical, written or other tests and assignments as have been prescribed for the completion of the course.
2. In any course, students must complete all assignments.
3. In any course that has a practicum component, a student must pass all components in order to have passed that course as a whole.
4. Course results are reported as grades. There are ten pass grades and three fail grades.

Grade	Description	Grade Point	Percentage
A+	High first	9	90-100
A	Clear first	8	85-89
A-	Bare first	7	80-84
B+	High second	6	75-79
B	Clear second	5	70-74
B-	Bare second	4	65-69
C+	Sound Pass	3	60-64
C	Pass	2	55-59
C-	Marginal Pass	1	50-54
Conceded Pass		1	
D+	Marginal Fail	0	45-49
D	Clear Fail	0	40-44
D-	Poor Fail	0	0-39

The development of assessment criteria for coursework will be adapted from the general university expectations for grade-level performance set out below:

GRADE	% VALUE	DESCRIPTION
A +	90 - 100	Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; well formulated arguments based on strong and sustained evidence; maps and diagrams, graphs and tables, etc included where appropriate; relevant literature referenced; high level of creative ability, originality and critical thinking; excellent presentation and communication skills.
A	85 - 89	
A -	80 - 84	
B +	75 - 79	Work showing good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points; arguments clearly developed and based on convincing evidence; relevant literature referenced; evidence of creative ability, originality and critical thinking; good communication and presentation skills.
B	70 - 74	
B -	65 - 69	
C +	60 - 64	Work showing a knowledge of subject matter and appreciation of main issues though possibly with some lapses and inadequacies; arguments developed and supported by some evidence and references; creative ability, originality and critical thinking present but limited; adequate communication and presentation skills
C	55 - 59	
C -	50 - 54	
D +	45 - 49	Work lacking breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate; does not attempt to interpret the material; at the lower end, indicates a need for considerable effort to achieve improvement; communication and presentation skills are poor.
D	40 - 44	
D -	0 - 39	Highly unsatisfactory. Work shows a lack of knowledge about and understanding of the topic. Inadequate in degree of relevance, sometimes completeness, sometimes both. Communication and presentation skills are weak.

Please note that the attainment descriptors are adapted to different levels of learning or degree study.

Supervised Field Practice: Guidelines

Supervised practicum is an integral part of the Postgraduate Diploma in Counselling Theory and the Master of Counselling. Students are expected to engage in supervised practice throughout the programme. The following information is intended as a brief overview only. Full information can be found in your Placement Handbook.

Finding a Placement

All students enrolled in the PGDipCounsTh and MCouns are responsible for finding their own placements. The University may be able to assist in this process by recommending possible organisations however the final responsibility rests with the student.

In Part 1 of the MCouns students must complete at least 100 hours of face to face counselling in a placement context before moving into Part 2.

Please note that, currently, you must complete 200 hours of face to face counselling before applying for [Provisional Membership of NZAC](#).

In Part 2 of the MCouns programme you are required to complete a further 500 hours of counselling related activities to graduate.

In both Parts, 10% of the total hours required may include running therapeutic groups.

When looking for a placement it is important to consider the following:

- The placement must have a counselling related focus
- The placement must be able to provide an adequate number and variety of clients for you to work with.
- There must be an experienced practitioner within the placement who is willing and available to oversee your practice as your field supervisor.
- This practitioner must be available to you on a regular basis and where necessary be willing to liaise with the placement staff and the University.
- The placement needs to have sound ethical and procedural policies that ensure client's safety and referral when necessary. Make sure that you have familiarised yourself with these guidelines and procedures.

Other Placement Requirements

The roles and responsibilities of the student, the Placement and the University are clearly outlined in the Placement Contract in the Placement Handbook.

Supervision

In addition to the field supervision provided by the placement the student must also attend regular external counselling supervision. This supervision must be with an experienced counsellor who is a member of a professional association. The cost of this supervision is not part of the course fees and is the responsibility of the student. See also the Supervision Policy document on the [NZAC](#) website.

Placement Approval

You must have your practicum placement and counselling supervision arrangement approved by your university supervisor or the practicum co-ordinator before beginning the placement or entering into a supervisory contract.

Placement Roles and Responsibilities

These are clearly outlined in the Placement Contract

Information for Clients

As a student counsellor you have an ethical responsibility to accurately represent yourself to your clients.

Here are some things your clients need to know:

- Your training status and where you are doing your counsellor education.
- That you are supervised and may be talking about some of your work with your supervisor

Other information that clients may need to know from time to time could be:

- That you may, **with your client's permission**, write about your work in assignments
- That you may, **with your client's permission**, record (audio or video) some of your work so that you can discuss this with your supervisor
- What professional code of ethics you subscribe to
- What kind of counselling approach you use

Using Client Work for University Assignments or Supervision

You must not use any client material to support a university assignment without first obtaining your client's permission. A signed permission form is available from your university supervisor.

Permission must also be obtained before recording any client's sessions, for supervision or any other purposes.

Clients should never be pressured to give their consent to this and they are always able to withdraw their consent once it has been given.

Safety

It is important that you work within your level of skill and ability, while at the same time extending and developing your counselling practice. As each student begins the programme with a different level of experience and competence. It is important that you discuss with your field supervisor and counselling supervisor the kind of clients and client issues that you can safely work with.

While it is ideal that field supervisors assess clients to ensure that those allocated are not beyond your skills level it is not always possible to predict all the issues that may occur. It is therefore imperative that you are aware of referral options and policies and procedures to ensure client and counsellor safety.

It is also important that you have an experienced counselling supervisor who will undertake to supervise your client work.

At all times it is expected that a student on placement works within the New Zealand Association of Counsellors Code of Ethics. This can be downloaded from: www.nzac.org.nz/code_of_ethics.

Policies for the Counselling Programme

Please read carefully

Attendance

Regular attendance is a professional requirement of Postgraduate Diploma in Counselling Theory and Master of Counselling courses. An unsatisfactory attendance record may lead to failure to be credited with a pass in course components where attendance is required and stated in the course outline, and failure to qualify for the awarding of the diploma or degree. The course outline will explain the requirements for each course.

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

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

Appointments with staff

Staff are available to speak with students during non-teaching hours and, if you can, 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 Course Co-ordinator and Programme Leader.

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

Absence on placement - Attendance on placement

When students are on practicum and are unable to attend because of illness or any other reason, they are expected to notify the placement field supervisor before 8.30am or as soon as possible. Absence for more than five days requires a medical certificate.

Lateness

The School 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. Some MCouns 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.

Working with all people

The counsellor education programme at the University of Auckland recognises the bicultural commitments and responsibilities of all our students. Graduates of our counselling programme must also be able to demonstrate competence in working with all people. As such, all students will be required to work in groups, pairs, and on placement with people of all genders, ethnicities, ages, or sexual orientations, religious or other beliefs.

Teaching and Learning Regulations

Academic Integrity

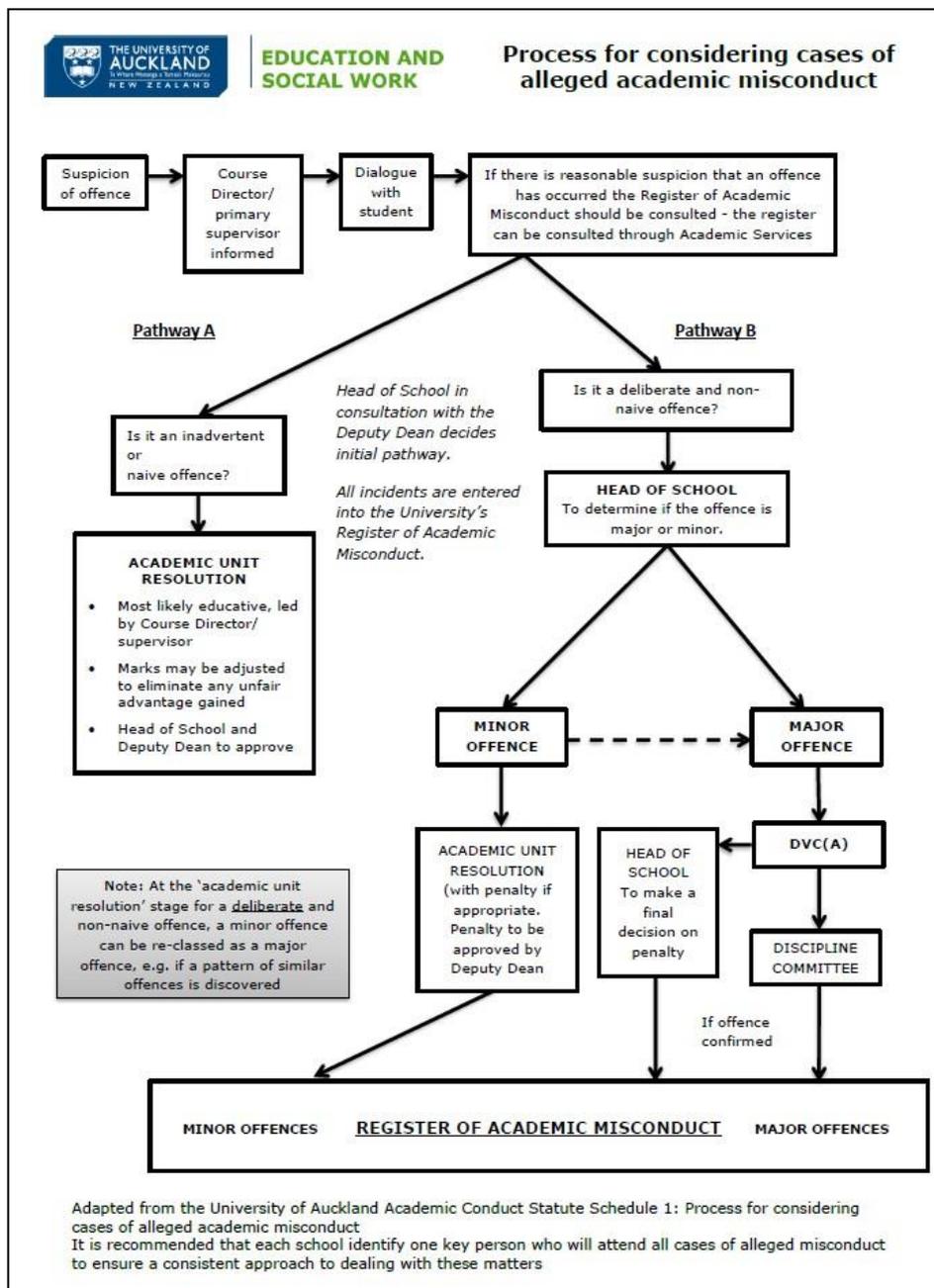
All students admitted to an undergraduate or postgraduate degree, diploma or certificate are required to complete a compulsory, online Academic Integrity Course (see University of Auckland 2018 Calendar, pp 27. This online course, comprised of 5 modules, asks students to explore the concept of academic 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/academic_honesty

Academic Misconduct

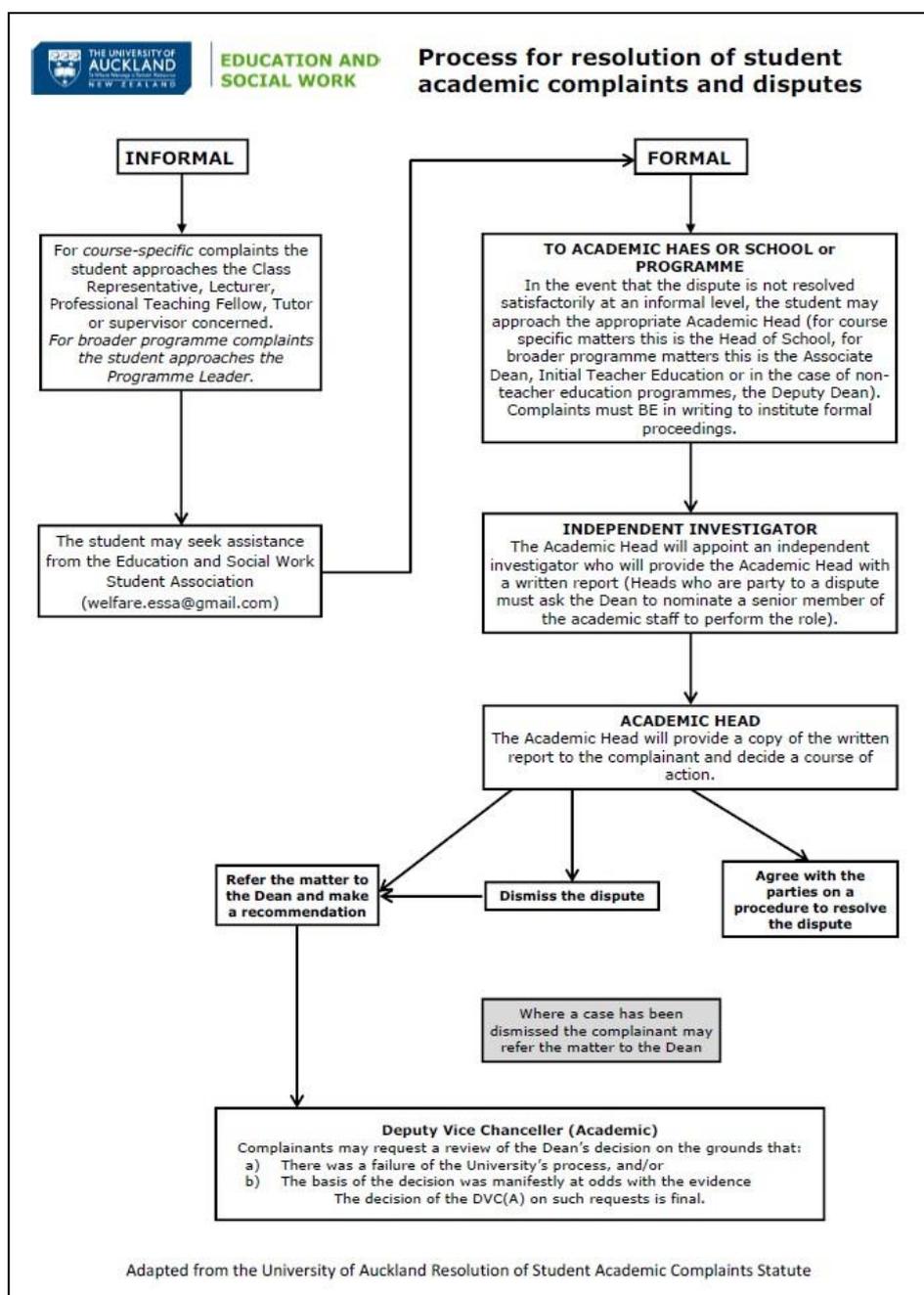
The University has a statutory responsibility to encourage the development of intellectual independence in its students. It assesses the achievement of this goal through coursework and examinations. The University expects all students to complete coursework and examinations with integrity and honesty.

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 and Social Work 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/academic_honesty



Academic English Language Requirement

The University has an Academic English Language Requirement (AELR) for all its bachelor degree programmes. The aim of the AELR is to ensure you have a sufficient level of competence in academic English to support your study at University. Those that have not met the AELR through their entrance qualification will be advised at the time of enrolment. The AELR may be met through your entry qualification or through satisfactory completion of an approved course in your first 12 months of study. For more information, see www.auckland.ac.nz/aelr.

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 13*.

Appeal of Course Marks or Grades

A student who is concerned about a mark or grade for an assessment can appeal in writing to the Course Director for a reconsideration of the mark or grade stating the reason why they consider the mark or grade is inconsistent with the assessment criteria. The written appeal must be received within one week of the work being available for return or grade being notified. The Course Director reviews the mark or grade in relation to the stated reasons or seeks a second opinion if they were the original marker or assessor. 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 Academic Head.

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/en/genregs/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/en/genregs/enrolment-and-programme.html

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/academic_honesty

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.

Student email

All students enrolled at the university are provided with an email account called student email. At the time of enrolment, students are provided with an email address. This address includes a student's username characters plus a generic address, e.g., jbon007@aucklanduni.ac.nz. Students are able to access student email through the following link: <http://mail.aucklanduni.ac.nz>.

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, examinations, 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.

Storage and Disposal of Student Work

Examination scripts will be retained in secure storage for only four months following the examination period and thereafter be destroyed (Examination Regulation 23). 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

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 their email address (if that is used to redirect university mail), contact address and phone number. It is vital that students ensure that 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 <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/third-party-coursework.html>

Vulnerable Children's Act

Every student applying for admission or admitted to an Initial Teacher Education programme or Bachelor of Social Work, Postgraduate Diploma in Counselling Theory, Master of Counselling and Master of Social Work Professional programme will be subject to safety checks under the Vulnerable Children Act 2014. A safety check includes (but is not limited to) a New Zealand Police vet and an assessment of the risk, if any, that the student would pose to the safety of children if employed or engaged as a children's worker. If a student enrolled in an Initial Teacher Education, Counselling or Social Work programme is found to have been convicted of a specified offence (as listed in Schedule 2 of the Vulnerable Children Act) or otherwise assessed to pose an undue risk to the safety of children, they may not be permitted to perform the required practical work and so be unable to complete the programme. Please refer to the legislation [here](#) for more information.

If you have concerns about past convictions for specified offences or whether you could be assessed to pose an undue risk to the safety of children, you should notify us by emailing esc.manager@auckland.ac.nz. You should note that the Criminal Records (Clean Slate) Act 2004 does not apply to Police vets conducted to perform safety checks of core children's workers under the Vulnerable Children Act 2014, even if it would normally permit that person to conceal their criminal convictions.

Professional Requirements and Ethical 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/Programme Leader or a staff member you feel comfortable with, 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: 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.

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: <https://www.justice.govt.nz/courts/jury-service/what-it-involves/>).

Professional, Ethical and Academic Practice - Research

As in any professional programme of study, a high level of professional ethical conduct is expected of both staff and students alike at all times. Particularly when working in practice settings and when conducting research, students must observe the New Zealand Association of Counsellors [Code of Ethics](#) as well as the provisions of [The Privacy Act](#) and any other relevant statute. Counsellors-in-training must also adhere to the code of ethics or code of practice of any organisation, school or agency in which they are undertaking a practicum placement.

Please see the **Practicum Handbooks for Part 1 and 2** for particular ethical considerations pertaining to practicum placement and supervision contracts, and the security and confidentiality of counselling recordings.

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 in counselling. [Professionalism and the use of social media guidelines](#)

Academic Integrity

As a part of the international academic community, you have responsibility to:

- Foster and preserve scholarly values
- Support the search for truth and curiosity-led investigation
- Maintain intellectual integrity
- Encourage critical appraisal.

Consequently the University requires that you complete the **compulsory** online [Academic Integrity](#) course **as soon as possible** or you will not be allowed to graduate. www.auckland.ac.nz/academic_honesty

Referencing Policy - Using APA 6th ed

Correct referencing is an essential element of good academic writing. Poor referencing will adversely affect your marks and create a poor impression. The University of Auckland uses the APA 6th referencing style.

Rationale for use - We use other people's material all of the time. Consequently, good referencing:

- Is an acknowledgement and respect for the work others have done in the past;
- Provides evidence to back up our arguments and claims;
- Maps out a research pathway for your reader to follow;
- Helps avoid plagiarism and cheating.

[QuickCite](#) is the official University of Auckland website. It is being continually updated and offers assistance on all aspects of referencing. We recommend that you use the examples as a model for APA referencing. If you encounter unusual sources, the Libraries and Learning Services staff are always willing to help troubleshoot.

Libraries and Learning Services at Epsom also offer a range of academic skills workshops. For further information and bookings go to <https://www.library.auckland.ac.nz/workshops/>

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

Overview of the Master of Counselling Programme & Postgraduate Diploma in Counselling Theory

2018 Programme Overview: Master of Counselling

For all course prerequisites please see the University of Auckland Calendar 2018 www.calendar.auckland.ac.nz

	Course code	Title	Semester	Points
Part 1: MCouns & PGDipCounsTh 120 points (PGDipCounsTh)	PROFCOUN 705A/B*	The Counselling Process	Semester 1 and 2	30 pts
	PROFCOUN 701A*	Counselling Laboratory	Semester 1 and 2	15 pts
	PROFCOUN 708*	Professional Issues in Counselling	Semester 1	15 pts
	EDPROFST 743	Family Counselling	Semester 1	15 pts
	EDPROFST 744	Pastoral Care and Counselling in Schools	Semester 1	15 pts
	PROFCOUN 706*	Cultural Issues in Counselling	Semester 2	15 pts
	PROFCOUN 707	Specialist Counselling Skills and Approaches	Semester 2	15 pts
	PROFCOUN 709*	Research and Counselling	Semester 2	15 pts
	EDPROFST 745	Group Counselling	Semester 2	15 pts
PROFSUPV 713	Critical Issues in Counselling Supervision	Semester 2	15 pts	
Part 2: Research Portfolio	PROFCOUN 797*	Research Portfolio		120 pts

Please note:

- Core courses are identified with asterisks.
- All courses listed above are 15 points except for [PROFCOUN 705A/B](#) which is 30 points.
- Students in their first year of study must normally enrol in both [PROFCOUN 705A/B](#) and [PROFCOUN 701A/B](#) concurrently. The other required courses which can be taken in the first or second year (part-time) are asterisked above and include: [PROFCOUN 706](#), [708](#) and [709](#). The other courses listed are electives.
- A [Special Study](#) course code is available if any student needs to undertake an individualised course of study as an elective.
- Students may also include electives from courses offered by other programmes. Consult programme staff about these.
- Meetings for counselling students in Part 2 of the programme (MCouns Research Portfolio) will be held on Thursdays at 5pm and 7pm on the 1st and 3rd week of the month, each meeting lasting 90 minutes.

Regulations for the Postgraduate Diploma in Counselling Theory - PGDipCounTh

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

Admission

- 1 In order to be admitted to this programme, a student needs to have
 - a completed the requirements for a Bachelors degree in education, counselling, nursing, social work or another profession from this University or an equivalent qualification approved by Senate or its representative
 - and*
 - b at least three years practical experience in teaching, counselling, nursing, social work or an equivalent profession as approved by Senate or its representative
 - and*
 - c an interview supported by referees' statements and evidence of practical experience is required.

Note: Agencies where counsellors in training are placed wish to ensure that client safety is not compromised. For this reason, the application form for the Counselling programme asks applicants to indicate whether they have any criminal convictions. Before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.

- 2 No student on whom the Postgraduate Diploma in Education – Counselling specialization has already been conferred by the University of Auckland may enrol for this postgraduate diploma unless specific approval is given by Senate or its representative.
- 3 Admission to the programme requires the approval of Senate or its representative.

Duration and Total Points Value

- 4 A student enrolled for this postgraduate diploma must:
 - a pass courses with a total value of 120 points
 - and*
 - b complete within the time limit specified in the General Regulations – Postgraduate Diplomas.
- 5 The total enrolment for this postgraduate diploma must not exceed 160 points.

Structure and Content

- 6 A student enrolled for this postgraduate diploma must pass 120 points from the Postgraduate Diploma in Counselling Theory Schedule.
- 7 The programme for each student must be approved by the Dean of Faculty of Education and Social Work prior to enrolment.
- 8 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

Termination of Enrolment

- 9
 - a If the behavior 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 practical placement pending the outcome of the inquiry.
 - c A student whose enrolment is terminated under Regulation 9a may appeal from that decision to the Council or its duly appointed delegate.

Distinction

- 10 This postgraduate diploma may be awarded with Distinction or Merit as specified in the General Regulations – Postgraduate Diplomas.

Variations

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

Commencement

- 12 These regulations came into force on 1 January 2011. The 2006 regulations for the Postgraduate Diploma in Education – Counselling specialization offered by the University of Auckland were repealed.

Regulations for the Degree of Master in Counselling - MCouns

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

Admission

- 1 In order to be admitted to this programme, a student needs to have:
 - a *either*
 - (i) completed the requirements for a Bachelors degree in education, counselling, nursing, social work or another profession from this University or an equivalent qualification approved by Senate or its representative with an average grade of B or higher in at least 90 points or equivalent in the most advanced courses taken towards the entry qualification
 - or*
 - (ii) completed the requirements for the Postgraduate Diploma in Counselling Theory, or the Postgraduate Diploma in Education – Counselling specialisation
 - and*
 - b at least three years practical experience in teaching, counselling, nursing, social work or equivalent profession as approved by Senate or its representative.
- 2 An interview supported by referees' statements and evidence of practical experience is required.
- Note: Agencies where counsellors in training are placed wish to ensure that client safety is not compromised. For this reason, the application form for the Counselling programme asks applicants to indicate whether they have any criminal convictions. Before any candidate can be accepted into the degree, an official police statement concerning absence or otherwise of criminal convictions will be required.**
- 3 A student who has not gained an average of B or higher as specified in Regulation 1a must have otherwise shown to the satisfaction of the Dean of Faculty of Education and Social Work capacity to undertake advanced study and research in the courses proposed to be taken for this degree in order to be admitted to the programme.
 - 4 Admission to the programme requires the approval of Senate or its representative
 - 5 No student on whom the Degree of Master of Education – Counselling specialisation has already been conferred by the University of Auckland may enrol for this degree unless specific approval is given by Senate or its representative.

Duration and Total Points Value

- 6 A student admitted to this degree under Regulation 1a(i) must:
 - a pass courses with a total value of 240 points*and*
 - b complete within the time limit specified in the General Regulations - Masters Degrees*and*
 - c not exceed 280 points for the total enrolment for this degree
- 7 A student admitted to this degree under Regulation 1a(ii) must:
 - a pass courses with a total value of 120 points*and*
 - b compete within the time limit specified in the General Regulations – Masters Degrees*and*
 - c not exceed 160 points for the total enrolment for this degree.

Structure and Content

- 8 a A student admitted to this degree under Regulation 1a(i) must complete:
 - (i) 120 points from courses listed in the Master of Counselling schedule*and*
 - (ii) 120 point Research Portfolio
- A student admitted to this degree under Regulation 1a(ii) must complete a 120 point Research Portfolio.

- 9 A student admitted to this programme must complete the University of Auckland Academic Integrity Course as specified in the Enrolment and Programme Regulations, Academic Integrity, of the *University Calendar*.

Termination of Enrolment

- 10 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 representatives from lectures, classes and any practical placement pending the outcome of the inquiry.
- c A student whose enrolment is terminated under Regulation 10a may appeal from that decision to the Council or its duly appointed delegate.

Research Portfolio

- 11 a The Research Portfolio is to be carried out under the guidance of a supervisor appointed by Senate or its representative.
- b A student who has to complete 240 points, must, before enrolment for the Research Portfolio, obtain an average grade of at least B in the first 120 points from the coursework component of the degree. If this is not achieved the courses passed will be reassigned to the Postgraduate Diploma in Counselling Theory.
- c A student who does not meet this requirement may apply to reassign courses passed for the Master of Counselling to the Postgraduate Diploma in Counselling Theory.
- d The Research Portfolio must be completed within 12 months of the completion and passing of the courses for this degree.

Variations

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

Honours

- 13 This degree may be awarded with Honours as specified in the General Regulations – Masters Degrees.

Commencement

- 14 These regulations came into force on 1 January 2011. The 2006 regulations for the Master of Education – Counselling specialisation offered by the University of Auckland were repealed.

Programme Changes - Procedures and Regulations

Change of Address / Personal Details

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

Change of Name

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

Deferring from Programme

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

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

Follow the same procedure as for resignation (below).

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

Resignation from Programme

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

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

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 and Social Work 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 2018 and Education Student Centre for details.

University Statement on Student Feedback

The University of Auckland is committed to providing its students with an outstanding learning and teaching experience, programmes of study that are challenging and of international calibre, and opportunities and support to achieve your academic and personal potential.

To ensure that we continue to meet these commitments, we need to know how well we are doing from time to time, and what you would like to see done better. Feedback from students is an important part of this monitoring process. Your feedback also provides us with ideas and incentives to make further improvements in what we do for you.

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. *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.

4. 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

For more information see

<http://www.auckland.ac.nz/en/about/learning-and-teaching/teaching-and-course-development/student-feedback.html>

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